

# THE SCHOOL JOURNAL

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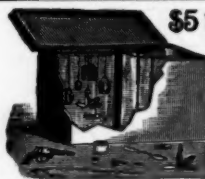
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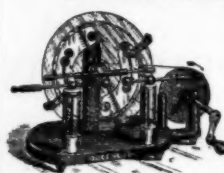
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A Weekly Journal of Education.

Vol. XLVI.

For the Week Ending June 3.

No. 22

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The business department of THE JOURNAL is on page 592.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



TEACHERS should not depend too much upon "reproduction stories" for language exercises. It is a pedagogical mistake to give a child a thought for the sake of the form of expression he must acquire in giving it back again. No thought should be given except for its own intrinsic value. The "reproduction" by the pupil should be of the leading thought in every lesson of the day. There is reproduction in clay, paper, figures, written words, spoken words—in short, by all the modes of expression, each thought having its own best mode. We hope to illustrate this plentifully next year in Miss Griswold's articles on physics, announced elsewhere. There are certain facts, truths, and poetical or æsthetic thoughts which clothe themselves best in words. This is true of the thought involved in the work of the lowest classes, in spite of the fact that the verbal language is the most difficult to learn. If the pupil is practiced all day in the oral statement of these ever-recurring thoughts, facts, etc., there will be little need of the "tiny reproduction stories" for which we regret to see so large a demand. No story should be told the children that is not in itself worth telling and sure to please and elevate.

Great educators of all ages may be quoted to the effect that "the earliest education is the most important," and yet how are our schools organized? The nether history of the church may be written in one significant sentence: *Its leaders recognized God but served Mammon.* This is the reason that eighteen centuries of Christianity have failed to produce an ethical human society. A study of the reasons *why* the powerful have served Mammon while recognizing God would reveal something of that underlying the persistent formalism in education which the organization of our schools still exhibits, while all school leaders preach a different Gospel.

What is the reason that the power of money is employed to draw the best teaching talent away from the grades in which (according to the time-honored authorities we are all so fond of appealing to) it would be most permanently effective, to the upper grades, where it can do comparatively little? What interest is served by this scheme of organization? While committees are being appointed to investigate certain pressing educational questions, why wouldn't this be a good one for an earnest committee to study and report upon?

We have before us a collection of quotations from eminent educational sources stating emphatically the paramount importance of early education, a thought which, if it be a truth, proves the average salary

schedule an inversion; some of the names historically committed to this doctrine are as follows: Plato, Rousseau, Locke, Fenelon, Rollin, Fröbel, Reger Ascham, Comenius, Dr. Johnson, Plutarch, Carlyle, Horace Mann, and the French Commission on Education.

These are only some of the voices in which the ages tell that there is a "too late" in education. Is it expediency whose cry is sufficient to drown them all?

Stick-laying, clay-modeling, paper-folding, and the other manual arts of the primary school have a definite purpose. They are means that draw the hand into the work of getting and expressing thought. If their educational purpose is lost sight of, they lose their value and had better be stricken from the school program. The school cannot afford to take up manual occupations merely to pass time pleasantly. Mind-building is its great aim, and all that insures progress in this direction is a legitimate, valuable, and necessary means.

It is astonishing how the *language* of a subject will carry us through some of even the practical tests of life and enable us to deceive ourselves and others as to the extent of our real knowledge. "Teach that ye may learn," is a maxim whose hidden meaning is "Ascertain the truth in familiar things in order to impart it and discover, in so doing, that you have not known what you seemed to know." Every teacher has made this discovery many times over. Apparent knowledge, stored up in memorized forms of words, satisfied her until her task as teacher forced upon her the necessity of analysis. Then she found the empty form alone at her service, or learned, in contact with living fact, what she had long believed herself to know.

A fourth grade teacher complained not long ago that her pupils had forgotten the table of twos, learned several classes below her, while well-nigh perfect in the sixes and eights, learned in the next preceding class. How could the children know larger numbers without knowledge of the lesser? The fact is, they never learned either, but were simply given songs to sing. Twenty years ago a school periodical answered a correspondent who inquired how to teach children the multiplication table with the deliberate advice: "Sing it to them." Millions of children have learned a song, figured by it, and been erroneously supposed to know arithmetic.

The personal example of the teacher is more potent than talk. A happy face, a becoming dress, a white apron tastefully ornamented, a bit of pretty ribbon, these preach penetrating sermons. Remember that "My teacher" is enthroned in the heart of many a little one as the ideal of all that is beautiful and best.

—Henry T. Bailey.

## Proper Use of Vacation.

By an EX-TEACHER.

Vacation was made for rest, we all know, and the teacher's summer rest is none too long. But there are so many ways of resting.

"Rest is not quitting the busy career—  
Rest is the fitting of self to its sphere."

Take this motto away with you, teachers, and get out of it the suggestion *how to rest*. You have heard it a great many times, but it is none the less *true*.

But I don't propose to content myself with advice so vague. THE JOURNAL offers practical help throughout its pages and I want to add my voice to this. All articles on science teaching, for instance, are full of suggestions for vacation work of that refreshing character which builds up the mind with the body. In the midst of mountain breezes and farmhouse freedom while roaming the daisy fields and the fragrant woods, what is it but creeping still closer to nature to make a collection for your children at school?

Of course you will want a scrap-book of absorbent paper, in which to classify and preserve the leaves and wild-flowers, and a net to catch insects and creatures from the ponds. The latter you can make very easily with a stick for a handle, a piece of stout wire bent into a circle, the ends projecting together in an extended radius and securely bound to the stick, and a piece of cheese cloth or mosquito netting for the bag. You will want a bottle of alcohol into which to drop your little captives, providing swift oblivion in preference to the more cruel modes of killing. A chalk box or two, a shoe box or two, and perhaps an envelope box will be all you will need for packing purposes.

Are you somewhat versed in the natural sciences? Then, with your helpful books, you know just what to gather and how to analyze and classify. Are you almost entirely without scientific knowledge? Then perhaps you can enlist a helpful companion in your search for and preparation of specimens. If you are just a little enthusiastic, you will seek help at a good summer school—and if not, that is the place to *get* enthusiasm!

Right here let me say that the teacher who most avoids school subjects during vacation is the one who most deprives herself. Vacation is the time to *enjoy* school subjects, when hurry and responsibility are lifted from the weary shoulders and intelligence is free! There are teachers who overwork themselves at summer schools, but this is in a sort of greed to get the most possible of the good things they see going. It is better to take one subject and plenty of country. The natural sciences offer healthful as well as practical themes for study, especially where field lessons are given. Remember there are other summers to come, and that even if you feasted on everything laid before you at the summer school, you could not "work it all out" in a single year in class. Confine yourself to one subject—the one you are most deficient in—and if one year's attention to it enables you to handle it successfully in the class-room, take another subject next time.

Even a worn-out teacher will in most cases find this course better than the do-nothing plan, and far more beneficial than a change to a fashionable resort. It combines rest and the healthful stimulant of fresh society and fresh thought. Occasionally some great soul is to be met with at one of these vacation schools whose inspired teaching lifts the weary plodder out of herself and robs life of its tameness for a long time to come. This moral inspiration, gathered at the beginning of the long recess, with no danger of rushing immediately into the work it makes tempting before sufficient physical recuperation has been gained, adds to the value of playtime itself. The dreams indulged in in the hammock take on a healthier tone, and the water-lilies suggest that nature's sweet message to man shall reach the children more generously than formerly. The dread of a return to labor is all taken away and its place supplied by fresh interest. The leisurely planning and leisurely preparing for September and the winter

months give the mind a gentle occupation devoid of haste, by which it regains its tone more completely than it can if fed with nothingness.

There are exceptions—cases of nervous prostration, demanding complete suspension of will—with whom any new interest, even, is a new danger. But a new interest is precisely what the average worn-out teacher wants, and out of a rich experience and a true friendship for all my sisters in the profession, I urge upon her the summer school and the gentle pursuit of Nature Study.

## The Kindergarten and Primary Studies.

By ANNA B. BADLAM.

If we compare the primary schools of the present with those of the past we can but perceive that some powerful agent has been at work to advance the cause of education.

In every great change the mind naturally seeks for a tangible cause, and in investigating the curriculum of these schools we can but ask, "To what are these changes due? What has turned the attention of the whole intellectual world of to-day to the education of the young child? What has made this new era in child-literature? To what is due this wide-spread interest in child-development, child-culture?"

We shall not have to seek far for the answers to our questions; in all great changes that have taken place in the world's progress, there had first to be the pioneer work conceived and elaborated by the master mind of some leader.

Such a pioneer was Fröbel, "the children's friend," and the fundamental truths, his life of teaching makes manifest, are the key-notes of the lessons, that teachers, throughout the land, are learning daily of the harmonious development of the little child.

Fröbel recognized that "self-activity is the great law of childhood," and left to his followers the priceless inheritance of this thought to be the "Open Sesame" to the development of every sense, making of each an open "gateway" to the mind.

A casual observer visiting a kindergarten for the first time would see little beyond the happy, joyous faces, pleasing games, and absorbing occupations, and would go away with the thought, "There's the place to keep children busy and happy, but it's all play;" a student of child-nature would, however, be able to read "between the lines" of the games and occupations, and to perceive a plan, a purpose, and a real result, not perceptible to the ordinary visitor.

With keen insight she would note the individuality of the child from the moment he offers his little hand and gives his teacher the morning greeting, through all the various details of the morning's work till its close; for the individual, not the class, is the pivot on which the teacher's thought turns, and no time is counted lost that tends to bring each child into the right relation with his neighbor.

It has been said that our public school system ignores religion, yet a system that is permeated with love towards God and to one's neighbor surely teaches the sweetest and purest of all religious truths, and the ground plan of the kindergarten is to develop the little child by opening his senses spiritually and physically to the beauty of life and of the world in which he is to take a part.

Through the thought awakened by the various songs his delighted eyes are directed to the various phenomena of nature; the sun, moon, and stars take on fresh glories for him; the dew, rain, frost, snow, and ice all make manifest to his awakened senses the *plan divine*, and give him the impetus towards an observation and an investigation of the wonders of the material world.

Through the various games his sense development becomes more and more pronounced as touch, sight, hearing, taste, smell awaken to full activity.

The trade games give him a respect and a taste for



honest labor, and awaken in him a sense of the responsibility of man to man in the world about him, and of the divine beneficence which provides the need of and the means for skilled workmanship.

Through the weaving and paper-folding his sense of touch is developed, and he receives ideas of color with harmonious arrangement; while his ideas of form, space, direction, and even number, under the skilful guidance of his teacher, become definite and fixed.

Daily, as the chubby hands grow more skilful, the self-activity of the child manifests itself in various ways, testifying to this beautiful spontaneous growth of character; the vocabulary becomes enlarged as the new thoughts with which his little mind has been occupied seek expression. The inventive faculty, until now dormant, manifests itself in strikingly original designs, and crude but expressive drawings of whatever his thoughts are busied with; and, as we look at the child when under the inspiration of his own thoughts, his face becomes, as it were, "illuminated."

Love, the divine teacher, is the guiding spirit in this *child-garden*, and, under her influence, selfishness, self-consciousness, egotism, envy, malice, covetousness, baneful weeds find little or no chance to crowd out the wholesome growths, of gentleness, patience, tenderness, truthfulness, sympathy, and affection.

We have dwelt upon but one strong characteristic of the kindergarten, namely, its power of development of the individuality and the sense-perception of the child; but let us for a brief space consider the various directions in which we may expect this harmonious development of the child to lead him as he passes beyond the kindergarten. We can, perhaps, perceive this the better if we compare him with the child fresh from home as both enter for the first time the primary school. Here the advantages are all in favor of the child who has had the benefits of the kindergarten training; for we find him responsive, not shy, self-conscious, and constrained, under the instruction of the teacher; skilful, not awkward, in the use of pencil and paper; observant of, not indifferent to, the smallest details of his daily work, whether it be number, form, color, language, or reading, and comprehending intuitively the teacher's thought and responding in simple child-like language as his thought follows hers; interested in all that takes place in the little world around him, and bringing into it an atmosphere of cheer, good-will, sympathy, and enthusiasm such as make him a healthful moving spirit in it; while the child fresh from home suffers in comparison, in as much as, however careful the home training may have been, he cannot have received that healthy, harmonious development of character, that beautiful and inspiring sense-development, which form the chief charm and strongest impulse of the kindergarten in its child-culture.

The primary schools of to-day are but beginning to taste the fruits of the laborers in this vineyard, but the time is not far distant when not only in the primary schools, but through the whole school course, and even through life itself, the influence and the impulse of the kindergarten will be felt and acknowledged by those who have had the benefit of its invaluable training.

Robert H. Quick, one of the foremost of modern English educational critics, wrote to an American school superintendent:

"I see that a critic in the United States fears that your schools will be flooded with 'Parkerism.' I only wish there were fears of the kind in this country. 'Parkerism' would cure our elementary schools of some of their radical defects. We are stifled with machinery and our teachers are for nothing but getting a high percentage of 'passes' at the end of the year. Children are not expected to think, or, if they do, the school-master has nothing to do with it. His business is to get them to read, write, and cipher and aiming at nothing beyond, he rarely gets these things done well; but he considers his success complete if the children 'pass.'"

## Expression and Mental Growth.

By E. E. K.

At a literary club, recently, during a discussion of Tennyson it was remarked, that the great charm of poets is that they are radical. The reason that poets are *individuals* is that they have had a means of growing as such in the free channel of expression with which nature has provided them. A soul crowded in upon itself cannot develop, and that is the fate of most souls under formal education. They develop only common-placeness or present only their common-place side to the world. A sensitive spirit shrinks from advancing a deep thought in such crude form that it must necessarily be misappreciated. Some thoughts express themselves in sculpture, some in music, some in poetry, some in the glance of the eye accompanying verbal language. When verbal language is difficult to find, the eye expresses a search for words rather than the thought to be conveyed. Minds that think in concrete forms should have opportunity given them in education for acquiring skill in concrete modes of expression. This is not commonly done, and such minds grow up voiceless, so to speak. They are ranked "among the numerous" and their mediocrity pitied and deprecated by the thoughtless. Poets are a fortunate class of people who develop for themselves a mode of expression suited to their mode of thinking. Words cost nothing and ink and paper but little. A child's propensity to produce jingles attracts attention. Admiration and encouragement attend the poet's growth, while the young Michael Angelo has to fight his way upward often against the jeers of the simple. An early passion for making mud pies and smearing with paints suggests to the "practical" that the child had better be put to "some useful work or study." A talent is crushed and the world never knows it. Even the soul to whom its natural language is thus forbidden does not know itself injured. It unclasp its tendrils, withdraws into itself, and resigns growth as a sin. It silently swells the tide of mediocrity.

## The Practical Side of Education.

By SUPT. J. H. PHILLIPS, Birmingham, Ala.

From an Address delivered before the Alabama Educational Association.

There is something essential to a practical education besides the acquisition of special facts and the attainment of special manual skill. As the man towers above his trade, so does the mind tower above the hand; and when one employment fails to provide for life's wants, the passageto another is easy. Nine-tenths of society's idlers and vagrants have been educated to do but one thing, and failing in that, they lack the power to direct their energies into another channel. The great essential of a practical education, after all, is mental discipline, combined with the application of the power developed to the practical operations and necessities of life. Mind power—not the instruments or causes which produce the power—must ever remain the highest end and aim of our schools. The subjects of school work are merely the means of culture, and may never be thought of in after life. The athlete cares nothing for the dumbbells, the Indian clubs, and the suspension bar after his training is complete; they have been the means of his development, it is true, but of what use are they to him in practical life? His most skilful and prodigious feats are now valueless except as evidences of his physical prowess and acquired skill. His strained muscle and hardened sinew are available for any physical emergency, and are therefore prized. Between knowledge as the means, the instrumentality or the product, and that power, generated in the processes of education, which discovers, appropriates, and applies, we must recognize a wide distinction.



# PRIMARY METHODS

## Literature and History for the Babies.

By E. E. K.

Who will tell me about Jack and Jill? Maude.  
Who wants to tell about Old Mother Hubbard? Fritz.  
I wonder who *made up* these pretty stories. (*No answer.*)  
Every story has to have some one to make it up, doesn't it?  
"Yes, ma'am."  
Did you ever hear of Mother Goose? "Oh yes! Those are Mother Goose stories."  
What do you mean by that? (*No answer.*)  
Why, Mother Goose was the dear old lady who made up all those funny little stories. I am going to tell you where she lived and all about her.

Who has heard of Boston?

Only a few. Well, point east—now a little north of east (according to locality). You are pointing to Boston, where old Mother Goose lived. If you were to go there to look for her now it wouldn't be of any use, for she died a long time ago.

Who was Mother Goose, Jessie? "An old lady."

What did she do? "She made up lots of stories."

Where did she live? "She lived in Boston."

Where is Boston? "Over east, there."

Boston is a large city, with a great many streets. The streets have brick and stone sidewalks and the roadways are paved, too, for the horses. The streets are very noisy with wagons of all kinds rattling past over the stones. There are a great many stores, one right after another all the way down both sides of the street; and a great many people going in and out of the stores and hurrying along the sidewalks to get to the places where they are going to work or rest or learn something or buy something or enjoy themselves.

Of course all these people have to have homes to live in, so there are a great many—what, Ellie? "Houses."

Yes, and some of the houses are very high and have a different family on every floor. Some of the people live over the stores, but some of the stores have so many fine things to sell, and so many people coming all day to buy them, that they can't spare any rooms for families to live in, but keep store on every floor, way up to the top of the house. You have to go outside of Boston to see any fields and pastures. There is no grass growing in the streets and only here and there a tree—unless you go to the Common. That is a large park, with plenty of grass and shade trees, and a lake and some beautiful flower beds. While you are in the streets, you hardly see the sky, unless you look straight up, because the houses are so near together.

What do you think you would see, if you went to Boston, Mary? "A great many people."

Philip. "A nice park."

Called Boston Common—yes. Gifford? "Lots of horses and wagons."

Mabel. "Big stores and little stores."

Horace. "Many people, all in a hurry."

Not all, but most of them. Perry. "Does it snow and rain there?"

Yes, a good deal. The winters are quite cold and a good many people have pneumonia and consumption. Rita. "High houses."

Yes, most of them brick and stone. But in the days of Mother Goose, Boston was not like what you would find it now. There was grass growing in the street and more space between the houses. The stores were not so large, because there was not so much money or so many people to spend it. There were not so many stores, either, or so many streets, or such long ones. Children could play on the sidewalk and not be in anybody's way, because there were so few passing by.

Mother Goose used to sit out on the sidewalk and the children used to gather round her to hear her sing her funny little stories. Would you like to know what street she lived in? "Yes, ma'am."

Well, it had the nicest name you ever heard of—for a street. It was Pudding Lane!

Her people kept a little store, and they liked to have Mother Goose gather the children about her, because the children would become customers in the store. What kind of a store do you think it was? Luscious. "A candy store."

Well, I think they must have sold candy, among other things. The children heard Mother Goose's rhymes so much that they knew them by heart and would go home and say them to the babies. Then their mothers would laugh and ask them to say them over again.

All the people thought the stories so pretty that at last the man who kept the store had them printed. Now, you know, when a story once gets printed, everybody can have it and somebody is sure to save it, and often it gets printed over again. And so Mother Goose's rhymes that she used to sing so sweetly to the little children of her day have got into all the pretty picture books that are made for the little children of our day. To-morrow you may bring me some books with Mother Goose rhymes in them, and I will see how much you can read of them.

What do you suppose has become of the little children Mother Goose first sang them to? "They grew up."

Well, I should think so! If any of them are left now, they must be great, great, great, great grandmothers and grandfathers, for it was a long time ago!

## By Its Fruits.

By Mrs. K. L. SMICK, Wamego, Kan.

We are just closing a nine months' term. My pupils are six and seven years of age. Three have reached the mature age of eight.

It was the first school year for most of the class and I used Pollard's Synthetic System of Teaching Reading.

The class numbered forty and were average children. They marked and pronounced all the words in Pollard's Speller, and are for the most part master of their orthography. This book contains three thousand words.

Pollard's First Reader, containing one hundred and fifty-eight pages, was completed and reviewed. Every word was correctly marked.

For supplementary reading the class used Reproduction Stories; Appleton's First and Second Readers—and the magazine *Our Little Ones*.

This was accomplished with an enrollment of one hundred and fourteen pupils and an average daily attendance of sixty.

A strange gentleman came into my school one day. He had always felt a strong prejudice against the Synthetic System. But after he had tested the children for more than an hour with words and reading matter which they had never seen, he went away with his ideas somewhat modified.

Our principal placed some difficult words upon the board a few days ago, as a test. Among others I recall the words *straight* and *thoughtfully*. The children marked and sounded those words without hesitation.

The author of the Synthetic System, realizing that "things to be done should be learned by doing them," has arranged a system—which, if carefully followed by the teacher, will make the pupil master of the pronunciation and orthography of three thousand monosyllabic words the first year of his school life.

In the Second Reader work the pupil becomes familiar with dissyllables—while the Third Reader takes up prefixes and suffixes.

When pupils have completed Pollard's three readers, they may be said to have mastered the multiplication table of the reading books.

The points to be noted and commended in the Synthetic are: First. The songs and drills by which pupils are enabled to remember the vowel sounds.

Second. The way in which consonant combinations are handled.

Third. The management of silent letters.

Fourth. The grouping into families all words having similar vowel sounds.

Fifth. The rules of orthoepy so simply and clearly expressed that very young children can understand and apply them.

The pupil becomes familiar with accent.

The dictionary is no longer a sealed book to the child who has been taught to read by the Synthetic System.

His eye and ear have been thoroughly trained to recognize the value of phonetic characters.

A thorough knowledge of the elementary sounds and the diacritical marks used to indicate these sounds have been made a part of the young child's mental furniture at the outset of his school life.

## A Singing Lesson.

IN THE PRIMARY CLASS.

By HERBERT PARK.

(The words of the song are taught in the language lessons.)

"Who has been out in the fields on a summer morning, early, when the little birds had just gotten out of bed? Did you see them fly up high into the sky, so high that they looked like little dots? Did you hear them sing?" Continue this lesson till the thoughts contained in the poem are brought out. Then begin with the first stanza. "To-day we will learn a pretty little poem (piece). It begins, 'I love at early morning in dewy fields to stray'." Teach the meaning of "dewy fields, stray, roundelay (song)." Have the children repeat the stanza in chorus, in groups and singly. Then take up the second stanza in the same way. Repeat the two. Then begin the third. Recite the whole poem and have the class repeat. The expressions that will most likely need special treatment, are the following: "full of gladness," "from every trouble free," "flowers fresh and sparkling," "bright with dew," "all nature is joyous."

If you can possibly arrange it, do not shorten the singing lessons by language work. There is never enough time for singing, particularly with the "babies." Besides the words of the song contain splendid material for a language lesson.)

### I Love at Early Morning.

1. I love, at ear-ly morn-ing, In dew-y fields to stray, And  
 2. They seem so full of glad-ness, From ev-ery trou-ble free, While  
 3. The flow-ers fresh and spark-ling Are bright with morning dew; All

hear the sweet birds sing-ing, sing-ing, sing-ing Their mer-ry roun-de-lay.  
 to each oth-er call-ing, call-ing, call-ing, They fly from tree to tree.  
 na-ture then is joy-ous, joy-ous, joy-ous, And I am hap-py, too.

(53)

The words of the song are repeated and the pupils are told that they are now to learn to sing it.

Play the whole melody on the violin, piano, or organ. The violin is best suited for the purpose. If you use the piano or organ, play only the melody (one part). If there is no instrument handy, sing the melody. It is best, however, not to use the words at first; take the syllable "lä." This will concentrate the attention of the class on the melody itself. The whole melody is presented to convey a total impression of it.

Practice the first part ("I love at early morning"). Play or sing it ("lä") a few times. Encourage the class to sing softly along. Have them sing it alone to the syllable "lä," first in chorus, then in larger and smaller groups, also singly. To make the solo singing a success, call first on a number of the ablest and most courageous singers, then also on the less able and timid ones. By all means, do not force anyone to sing. It is a mistake, and a most foolish, nonsensical one at that.

Next, practice the second part (to the second comma) in the same way, using always the syllable "lä."

Repeat both parts separately. Then play or sing the two parts in connection and have the class repeat.

Till now the melody has been sung only to "lä." Next sing the whole part again using the words. The class will easily learn it, as the melody is known. By following this course no time has been lost and you have avoided the horrible butchering of the beautiful words that is done whenever words and music are taken together in practicing a melody.

Teach the third (from the second to third comma), fourth ("singing, singing"), and fifth part ("their merry roundelay"), each separately, then connected in the same way; first *lä*, then with the words. Finally practice the whole stanza.

The different parts indicate the different breathing period; take breath after each part. The pupils will most likely take breath at the proper moment, as they have learned each part separately. Do not forget to hold out "ing" in the third "singing;" it is marked  $\curvearrowright$ .

Before singing the second and third stanzas, have the class repeat the words clearly and distinctly. Do not forget the  $\curvearrowright$ .

## Language Lesson on Vapor.

By JENNIE M. SKINNER, Principal of Alden St. School, Springfield, Mass.

PREPARATION.—Place an oil stove on a table before the class. After one of the children has partly filled a tea-pot with cold water, and put it on the stove, light the wick, in the presence of the class.

LESSON.—Who can tell me what we have just done? "You put an oil stove on the table. Edith brought the tea-pot with some water in it, and put it on the stove. Then you lit the stove."

While the children were telling what they thought would happen, the water began to boil. "Look, Miss ———, the water in the tea-pot is boiling."

How do you know it is? "Because steam comes from the spout."

What makes the steam? "The fire heats the water, and that changes it into steam."

Will it all turn into steam? "Yes; for my mother's kettle sometimes boils dry."

What does the steam look like?

"The cloud," as you call it, is fine water-dust. Charles may hold the lighted lamp under the cloud, and tell me what happens.

Where does the water-dust go?

Put this saucer in the cloud; what do you see? "The saucer is covered with drops of water." Is there any steam close to the mouth of the spout?

Dry the saucer, and put it between the mouth of the spout and the cloud. "The saucer is covered with drops of water just as it was before."

These water drops come from real steam, which we call *vapor*. Can you see vapor? How did it feel? How did the saucer feel?

What happened when you placed the cold saucer in the water-dust?

In the same way the cold saucer changed the vapor close to the spout to drops of water. Now that you know what vapor comes from, and also that anything cold changes it to water-dust, perhaps you can tell me what cooled this vapor, and changed it to the cloud. "The cool air in the room might have done it."

Our oil stove is still burning, but I see no steam coming from the mouth of the tea-pot; what has happened?

Where did the water-dust go? "It must be in the room, but we cannot see it." Right; the air is full of vapor. It makes the air moist, so that we can breathe.

How many remember the day we went on our picnic? When we stepped out of the car, we watched the engine as it puffed along. Do you remember what it sent into the air? Where did the clouds form? "They formed just a little way from the top of the funnel. They must have come from the vapor that we could not see, near the funnel."

If there were no vapor, would there be clouds? Can you tell me what changed the vapor to clouds? "The air cooled the vapor as soon as it left the engine, then it changed to water-dust, and floated away like a cloud."

We did not see it long. Where did it go? As long as we saw the cloud we might have called it—water-dust; when heat changed it to vapor, we saw it no longer. There was no lamp like Charlie's in the sky, to make this change; what warmed the air?

Does all the vapor that makes the clouds come from engines and tea-pots?

As there can be no vapor without heat, and no clouds without vapor, can you think of a body of water on the earth, and something in the sky to heat it, to make vapor for the clouds? "The sunbeams fall upon the pond near my house and warm it, then the top part of it changes to water-dust, and soon becomes vapor." "Vapor may be sent into the air from water in ponds, brooks, rivers, lakes, and the ocean."

Yes; the sunbeams send vapor into the air, from every wet surface; even the clothes hung on the lines to dry add moisture to the air. Vapor also comes from the sponges which you use in school; from your breath; and from the leaves of plants, and skins of animals. Let us place this piece of ice where the sun can shine on it, and see what will become of it. Look at the pitcher from which we have taken the ice. "The outside of the pitcher is covered with fine water-dust."

How do you account for that? "The cool air near the pitcher, changes the vapor in the air to water-dust, then into water-drops."

Alice may breathe on this mirror. Where did those water-drops come from? "The cold glass changed the vapor in my warm breath to water."



You may tell where you have seen water-dust form from vapor. "I have seen drops of water form on the window panes." Sometimes you see them on the leaves and grass early in the morning."

We do not see a heavy dew unless the grass and leaves cool very rapidly, and there is much vapor in the air. If it is cold enough to freeze, dew becomes frost. Why do we not see the dew after the sun has been up awhile? What became of it? These changes are taking place all the time.

You may all look out of the windows at the clouds. Who can tell me now what makes them? "Vapor changed to fine water-dust makes the clouds." "When the air is chilled by a cold wind, the vapor gathers into water-dust." "The clouds came from the water on the earth."

The clouds show you that where they are, the air is cold enough to change vapor to water-dust, just as it did on the saucer. What should we do without clouds; for without them there would be no rain or snow?

There was once a little rain-drop on a window-sill. He was a discontented little drop, and wished he were a sunbeam, so that he might steal into some dark room, and make it bright and beautiful. Then he wished he were a flower, or a bird, so that he might be of some use in the world. "I am so little," he said, "what can I do?" The sun heard his complainings, and sent a ray to lift him to a cloud that was passing just at that moment. Here he found many brothers and sisters, who were willing to help him in whatever he might wish to do. In the room from which the rain-drop came, lay a sick child. The little drop remembered having heard her say how much her poor little flowers needed rain. "Now is my time to help her," thought the rain-drop; so he asked his friends to sail over to the chilly east wind and ask him to send them down to the parched and dusty flowers. Soon the rain came falling down.

"Then lilies dear, and pansies, all began to boom, And the cherries grew and grew till they took up all the room. Then by and by the little cloud with all its duty done, \* Was caught up by a rainbow and hurried towards the sun."

## A Nature Story.

FOR ADVANCED FIRST READER CLASSES.

Nearly every sentence in the lesson may be a subject for an observation lesson, and for conversation. Have pupils memorize the stanza of poetry:

"Spring is the morning of the year;  
The summer is the noontide bright;  
The autumn is the evening clear,  
That comes before the winter's night."

Did you ever think how much spring is like the morning?  
The sun shines out bright and warm.  
He takes off the white snow blanket.  
He says to the little birds and seeds and roots: "Now, my dears, I've made it nice and warm for you.  
It is time to get up."  
Down come the little rain-drops,  
They say. "Rap-a-tap, rap-a-tap.  
Little buds, open your doors;  
Send out your baby leaves.  
Little seeds, wake up your baby plants.  
Come, little flowers, it is time to get up."  
Then how quickly they all obey!  
Up jumps the grass, so glad to be awake.  
The little buds on the trees open their doors.  
Out come the little leaves and flowers.  
Soon everything is wide awake, and as busy as you are in the morning.  
—*Nature Stories.*

There is material widely scattered through English and other ballad literature, Norse sagas, German *Märchen*, ancient fables and mythology, legendary heroology and folklore, primitive history, hymns, and even in dictionaries of proverbs, maxims, riddles, etc., which, if carefully worked up and experimented on in school-rooms and nurseries in ways which the late Professor Laas has so wisely suggested, by well-premediated and methodic principles of selection, so that each extract could be defended against all others, would prove, for its share, of far better quality than that of the anthologies now in use.  
—*G. Stanley Hall.*

*Teacher.*—Is your composition finished yet?

*Boy.*—No'm, not quite.

"You told me an hour ago you had a subject."

"Yes'm, but it wouldn't do, and I had to hunt for another."

"What was the matter with the first one?"

"I couldn't spell it."

—*Ex.*

## Reproduction Stories.

My head is round, but my rubber ball is rounder yet.

Mrs. Spider never says, "I am tired!" She knows she must finish spinning her web.

Fanny had a fine new doll, but it was too nice to play with. She liked her old doll best.

Nathan meant to eat only a few cherries, but when he got through the bowl was empty.

In the fall, a very fat turtle went into a hole in the ground. In the spring a very thin turtle came out.

When my top had spun a little while, it grew dizzy, fell on its side, and rolled over and over. I don't think I could spin as long as the top did.

The two blades of the scissors said they were twin brothers and would live together all their lives, because they loved each other so much.

The bell rang, and Tommy thought it was the policeman, coming to take him away for teasing his little sister so much. But this time it was only Uncle Jacob.

Frank heard his father say it was going to snow, so he took his sled to the workshop and mended it where one of the runners had become loose. This was before nine o'clock. Sure enough, it snowed all the time the children were in the school and Frank hurried his sister home at three so that he could take her out riding. But she was no sooner on the sled and having a fine ride, than they saw a poor washerwoman carrying home her basket of clothes. "I know how we can have more fun," said Bessie. "Let's put the poor woman's basket on the sled and then we will both run with it and she will not have anything to carry." They did this and the exercise did Bessie good, while the poor woman was very glad of their help. Then Frank put Bessie on the sled again and ran all the way home with her.

A Boston minister had a parrot which he had trained up to quote scripture, and exhort sinners to repentance. But it so happened that a good parishioner of the worthy man's had a parrot which she was sadly grieved to find out had in some mysterious way got into the habit of uttering a few round oaths, no matter who was present. The good lady was much attached to the bird, and was sorely afraid she would have to part with him. In her distress she sought the advice of the minister, who proposed that he should bring his bird and let it stop with the bad parrot, in the hope that the force of example would cure him of his evil habit. What was the minister's surprise, when he called a few days afterwards to see how the experiment was working, to be greeted with a volley of oaths from his hitherto sanctimonious bird. Instead of the good improving the bad, the bad had only found too apt a pupil in the good. There are now two vacant cages, and two parrots have lost good homes.

There was a jolly Irish blacksmith who loved his wife and invalid daughter, but sometimes forgot them in his love for gin. One day while hard at work at his forge he looked up and saw a bright young lady standing at the door. It was the fashion to paint old horseshoes, trim them with ribbon and hang them over the parlor doors "for good luck." She had come for horseshoes for this purpose. The blacksmith kindly cleaned up some old ones for her, but would take no money for his gift. The young lady expressed her gratitude by gilding one of the shoes for him, putting on it a pretty wreath of flowers and tying on a fine blue ribbon, to hang it up by. He took it proudly home to poor Rosie, who had to be wheeled from room to room in a chair and did not see much brightness. She was so much pleased with the pretty thing that she wanted it hung over the door, where she could look at it all day; but the room was not clean enough to correspond with anything so neat. So, to please her, and out of respect for the fine young lady's gift, the child's mother cleaned up the room, its windows, the closets and furniture, and took ever so much pains to keep them so. When the blacksmith saw this, he felt that he could not be a dirty man in a clean room, but must wash himself up every evening, so as to look as nice as his home. It was so pleasant to be clean and to look about upon clean surroundings that he soon learned to stay at home evenings and popped corn, or helped make molasses candy, or cracked nuts, or played games, or told stories and jokes, or sang merry songs with his wife and daughter instead of going to the saloon. And this is the way that the horseshoe brought good luck to one home.



## Result of a Good Method.

### REPORTED.

Principal A. G. Merwin examined two classes of children in P.S. No. 52, Brooklyn, who had spent one term of five months in school, attending only two hours a day, from one till three o'clock, and one month in the "morning class," attending three hours a day, from nine till twelve, making a total equivalent to about four months of regular schooling. The classes had studied reading by the Ward phonetic method. The following are the examiner's notes:

#### SEVENTH PRIMARY BOYS.

32 EXAMINED.

#### PRESENT 44.

- |                              |  |
|------------------------------|--|
| 1. Is your name Tom?         | 18. What makes you smile?  |
| 2. Is it Sam Moore?          | 19. I wrote it four times.   |
| 3. What is the matter?       | 20. Let me see you do it.  |
| 4. Are you lame?             | 21. You write finely.  |
| 5. Can you ride in my cart?  | 22. That is my horse.  |
| 6. Is your knee sore?        | 23. He has a fine mane.  |
| 7. I see Nan.                | 24. He runs fast.  |
| 8. She is ill.               | 25. He likes to run.   |
| 9. She will sleep now.       | 26. He is slightly lame. ( <i>Slightly, defined as "a little."</i> ) |
| 10. Do not wake her.         | 27. He will eat oats.  |
| 11. Will you rake the fire?  | 28. I can fly a kite.  |
| 12. She is waking now.       | 29. It is up in the air.   |
| 13. Will you sing to her?    | 30. I like to see it fly.  |
| 14. Is that your slate?      | 31. He eats meat.  |
| 15. Have you lines upon it?  | 32. He is lying on the mat.  |
| 16. Can you write in them?   | 33. He is sleeping now.  |
| 17. Can you write your name? |  |

#### REMARKS.

1. Time of reading twelve minutes.
2. They make most mistakes on words learned by the word method.
3. Eighteen of the words they had never seen in sentences before.
4. Ninety-five words had been learned by the word method, 650 by the phonetic method.
5. Interest created. Miss Seibert says: "The trouble is to get lessons long enough."
6. The children find out words for themselves. By the word method they cannot do this.

#### SEVENTH PRIMARY GIRLS.

47 PRESENT.

- 95 words known by the word method.  
650 " " phonetic "
- Sentences 1 and 2: He cannot run. The man is lame. 44 hands up; read by one who did not raise hand.
3. He has a sore knee.
  4. He sees me now.
  5. I feel rain.
  6. Do you feel it?
  7. I know it is raining.
  8. Do you snore, Tom?
  9. I do not.
  10. My Papa snores.
  11. He is snoring now.

Words instantly pronounced: sighing, mittens, remains, flings, sayings, frame, mason, erase, knife. *Flail, raisin*, were new words instantly pronounced. Owning and owing were put by the side of each other and difference instantly noted.

Miss Johnson said, when asked what she thought of the method, "I would like to keep on forever, like the brook."

## Two Class Recitations.

By E. E. K.

Miss B. thinks she cannot make time to teach her class in groups, and yet finds it necessary to do individual teaching. The following is one of her ways of managing:

#### LESSON IN PHONETICS.

T. goes around the class with a set of words one of which each pupil is expected to "sound." The same few words are given over and over, not in order that those particular words may be memorized, but so that dull pupils may have a chance of hearing them sounded and resounded, and of perceiving the second, third, or fourth time what they fail to perceive the first.

Difficult words are given to the capable pupils and easy ones to the slow. A child who cannot sound her word is assisted by some one just enough abler than herself to help her over the difficulty—usually by some one who has failed upon the same word and had to be shown how to sound it.

The very weakest are given something in the first step instead of the second. The teacher sounds *with*. If the child cannot hear the word in its elements so widely separated, T. brings them nearer together. If a third attempt is necessary, she runs them into one another, dwelling upon each.

#### LESSON IN NOTATION.

Teacher dictates the numbers 7, 13, 26, 9, 12, 18, which the

children write in a column, and then, at a signal, lay down their pencils and put hands behind them.

T. writes the numbers upon the B. B., while class watch, comparing her work with their own.

Word being given, the children who have mistakes bring their slates to the front of the class. Teacher passes down the aisles, ostensibly to see who has made "a nice, straight column of figures," really to assure herself that all those who remain in their seats have done correct work.

Returning to the weak pupils, she requires each to point out her mistake, to tell what she has on her slate and what she ought to have, and to write the corrected number, telling where each part must be. Then she sends these children to their seats, dictates another set of numbers, and proceeds as before.

Her words are few and her ways are all "clean cut." As a natural result, the discipline is good and the attention of pupils to their work serious and careful.

## Elementary Arithmetic. IX.

By E. M. R., Springfield, Mass.

### First Year.

The close of each school year brings us to another mile-stone along the road of teaching, and whether we will or not the mind runs back over scenes by the way.

Between thirty and forty little children stand before each of us, who a year ago came all untaught to our arithmetic classes. In what way are they changed by their study? This depends upon the teacher's aim in the lessons through the year, which in turn is guided by her view of the relation which the untaught mind bears to number ideas.

If she believes that number ideas come "intuitively" and that the *language* of number alone needs to be taught, then she begins with figures and follows this with the teaching of processes, in arithmetic. All "facts" will be taught in "tables." It is manifestly absurd to *illustrate* relations of numbers in presenting them if the expression alone needs teaching. The naming of numbers in their order, or "counting," will be taught the notation and numeration of numbers through several orders, the addition process with long columns of numbers, the subtraction process when minuend and subtrahend run up into millions. All this is consistent with the belief that figurative processes alone need teaching, and that numbers themselves require no attention.

With a different view at the start the teaching would have turned squarely about like Pestalozzi's allegorical coach. If a number-center needs to be developed as a word-center needs training, or a music-center or color-center, the work presents an entirely different phase. *Numbers* are presented, not *figures*, and *operations with numbers*, not *arithmetical processes*. The "facts" to be taught are carefully selected according to the principle that what lies at the foundation of a study must be so thoroughly ingrained in the mind as to become an integral part of it. Every possible opportunity for application of number-knowledge is given, hence the association of number with form, with weights and measures, and with money transactions.

The test at the end of the year will seek to ascertain four things: 1. What number ideas have been gained. 2. What the habit of thinking is, in number. 3. What power has been gained to see the conditions of a problem and work out the answer. 4. How well the imagination works in determining the answer to number problems when no picture is allowed. The first depends upon the amount of objective work done, the wide application of knowledge, and the concentration of effort upon facts that must be known "by heart." The second, upon the illustrative work performed by the pupil and the absence of figure work. The third, upon the general growth of mind. No amount of drill, or knowledge, will produce power. Opportunity to work out conditions will strengthen it, for which reason introduce problems involving two and three conditions. The fourth depends upon the conceptive ability of the mind, the capacity for forming mental pictures in distinction from visual ones. If a pupil is unable to work out the problem with the aid of illustrations you would not require him to image the conditions. Lead him by easy steps to hold in thought the conditions until gradually he ceases to be dependent upon illustration.

Below are some test questions for the first grade. I should have each problem pictured the first time I gave the test. A week or so later give the same test and allow the answers given without requiring the illustrative work.

1. How many days are there in a week and 3 days?
2. There were seven books on my desk. I took two off, then put four more there. How many books were there on the desk?
3. Annie was given 10 cents and sent on some errands. She bought a two-cent stamp and a package of envelopes for 5 cents. How much change did she bring back?
4. Nellie had 2 cents, Albert 3 cents, Robert 3 cents, and Mollie 1 cent. They put their money together and bought 4 cakes at a cent each, 2 apples at 2 cents each, and a cent's worth of candy. How much money had they left?
5. Jennie had 9 cents. She spent  $\frac{1}{2}$  of her money for a card; then she bought pencils with the rest at 2 cents each. How many pencils did she buy?
6. Harry has a little flag that is 3 inches long and 2 inches wide. How many square inches are in the flag?
7. How many square inches are in the faces of an inch cube?
8. A boy had a quart of peanuts. He ate  $\frac{1}{4}$  of them, and gave away  $\frac{1}{2}$  of them. What part of the quart was gone?
9. John left school Monday noon and came back Thursday noon. How many days was he gone?
10. A lady had 5 quarts of stewed pears. She put 3 pints into each jar and we ate the rest for supper. How many jars did she fill? How much did we eat for supper?

### Second Year.

The number knowledge for this year should consist of addition and sub-

traction, facts between the numbers 10 and 20, and fractions to tenths. All other arithmetic work is incidental to these lines, or subordinate to them. As in the preceding year, number has been associated with form, with weights and measures, and with money transactions. Problems have been used to exercise the child's reasoning power.

The test aims to determine the knowledge, power, and skill of the child. The questions below touch various points in the year's work.

1. Write all the answers in less than two minutes:

7 + 4	8 + 5	9 + 8	12 - 8	16 - 9
8 + 6	6 + 5	7 + 5	11 - 4	14 - 8
9 + 5	9 + 6	9 + 4	13 - 7	17 - 8
6 + 7	8 + 7	9 + 7	15 - 8	15 - 7

2. This triangular card is 4 inches long and 5 inches high; how many square inches are in the triangle?

3. I have a little silk flag that is 5 inches long and 3 inches wide. The space for the stars is 2 inches long and  $1\frac{1}{2}$  inches wide. How many square inches do the stripes cover?

4. A garden bed is two yards long and 1 yard wide. How many square feet are in the bed? How many feet of wire fence will it take to go round the bed?

5. If vacation begins Thursday noon and ends a week from the next Tuesday morning how many days of vacation have you?

6. I have here a little wheel with sharp points on the rim that prick into paper when it is moved along. The wheel is three inches round. If it turns around 6 times in moving across the paper, how long a line will it mark?

7. A man had a pound of cloves. If he put  $\frac{1}{2}$  of a pound into one package,  $\frac{1}{4}$  into another, and  $\frac{1}{8}$  into another what part of a pound remained? How many ounces had he left?

8. I had a foot of wire which I cut into halves. Then I cut each half into thirds. How long was each little piece of wire?

9. A sugar merchant had 18 gallons of maple syrup. He sold  $\frac{1}{2}$  of it to one man,  $\frac{1}{4}$  of it to another,  $\frac{1}{8}$  of it to another, and put the rest into quart bottles. How many bottles did he use? (Write out the statements.)

10. This is what the children bought to help fill the Christmas tree; 9 two-cent dolls, 8 two-cent cards, 3 six-cent balls, 4 three-cent tops, 3 five-cent watches, 2 nine-cent cups, 7 two-cent tapers, 4 four-cent horns. Write in a column what the different things cost.

## Primary Number.

Did you ever vary your primary number work with the following exercise? If not try it. Put on the board several numbers with the combinations of which the children are already familiar. Tell the children to make an example using two of the numbers, give the answer and call on another child who does the same. Explain that these examples must make a continuous story, and each child must start with the previous answer, as:

2 4 1 5 3 6 8 10 7

*Mary.*—Jane had one apple and Kate gave her two more, then she had three apples, Harry.

*Harry.*—Jane found three more apples lying under a large tree. Joe came along and asked her how many apples she had. Jane said, "I have now six apples," Ruth.

*Ruth.*—Then Joe said, "Oh, Jane, give me two of them, won't you? I am fond of apples." So Jane gave Joe two apples, and she had four left, Maud.

*Maud.*—As Jane was going into the house with her four apples she dropped one and she had but three, Walter.

*Walter.*—But Jane's mother said, "Never mind, I will give you three times as many as you have now," and she gave Jane nine more. Then Jane had twelve apples, etc.

This may be continued indefinitely, and with a little practice the children will exercise great ingenuity. The teacher should guide the work to see that all are called upon, and also that no unfamiliar combinations are involved. She may give the last story herself and then lead up to the new combination. Care should be used throughout in regard to the language.—*American Teacher.*

FOR PRIMARY ARITHMETIC.—An exercise in primary number teaching that has been tested with remarkable success is that of story telling. The teacher may begin a story, introducing every now and then combinations of numbers which are recorded upon the board when mentioned; after getting the pupils interested in the story, let them use their imagination at any point to direct the course of the story. The combinations on the blackboard will serve as a guide to recall it. There are many benefits resulting from such an exercise. Besides being an excellent number lesson it serves as a language lesson and the children are acquiring a habit of continuous attention which single concrete examples cannot accomplish; they forget their surroundings in their interest in the story and throwing off the restraint give full play to their powers.—*Shutt's Hand-book of Arithmetic.*

## Number by Objects.

Teachers do not realize how much time and trouble would be saved by the use of objects in number and language work. They will not supply themselves with material and they will not take the trouble to distribute objects to the children. It is easier to hold up the numeral frame or make marks on the blackboard, and take it for granted that the children see because we do. A teacher of the lowest primary class was complaining that she could not make her pupils understand the simple fact that  $3+2=5$ . The only means she had used to develop it had been making crosses on the blackboard. There is a great variety of objects that can be used for number work. Toothpicks are cheap and easily handled. Take as many envelopes as there are children in the class. Put twenty toothpicks in each envelope. One of the children could place one envelope on each desk and they are ready when needed. One teacher took the opportunity during "preserving time" last fall to save all the citron seeds. Shoe-pegs or cards cut up into little square pieces, etc., make good counters. Take cardboard or heavy manilla paper, cut oblongs about 3 in. by 4 in., and with colored pencils draw objects of different kinds. Three clover leaves and two clover leaves, etc. Give the children cards and let them tell stories about the pictures. Let them draw to illustrate number work. A. A. P.

## Partition Requiring Breakage.

Send eleven of the brightest girls to the line, this being an exercise adapted to those of lesser ability and requiring living material.

How many girls, Anna?

Show me half of them, Lelie.

Is she right, class? What is the trouble? Can you show me half of eleven with your toothpicks? What will you do that Lelie cannot do with the girls? "Break one."

Well, let us have thirds of eleven. How many girls will there be in each third, Laura? (Laura, perhaps, answers four.)

The girls on the line may stand in fours. Is Laura right, class? Why not?

Line close up again. Florrie, how many girls will you have in each third?

Line, stand in threes. Is Florrie right, class? Why not?

Line close. What number makes easy thirds? Edie may come to the line. Now, Laura, how many in a third?

Line, show whether she is right. What do you say, class?

Belle, what else can you divide twelve live girls into?

Review all partitions of twelve.

E. E. K.

## The Cube:

AND HOW IT BEGAN TO HAVE A HISTORY IN OUR SCHOOLS.

By W. BERTHA HINTZ, New York Normal Art School.

NOTE:—The state director of drawing, of New York, had been at a state institute and had given one of her practical and inspiring lessons to two hundred or more of earnest, attentive teachers, all willing to attempt teaching drawing, all ready to make a beginning, but few of them having the slightest idea how. They were not long left in ignorance, however, and her sensible, simple solving of many heretofore puzzling questions; her calling upon them to take the same responsibilities with this as with the other subjects of the school curriculum; her challenge to them to use their intelligence, and grapple with the problem of learning to see with their minds, forcibly until they conquered, produced a strong effect. All were grateful for the truths so honestly and clearly shown them, and many a one vowed that drawing should be no longer neglected in his school. The results of some original, independent effort come to us from one of the schools on the Hudson and we relate them under the above title.

It was only an end of a log that had been sawed off; it was too short for hearth wood. It will do for kindling wood. Kindlings are of great importance in this world; they need not be very large, but they must be of the right material to catch quickly, burn quickly, and set the large logs aflame. Poor kindlings—they are consumed. The end of the log fell with a thud to the ground, among the other pieces. It was not chopped into kindling wood, however; it was destined to kindle thought—give food for reflection, fire the imagination, develop sense perception. It became a cube; and this is how it happened. A teacher, who had always intended to introduce drawing in his school, but had waited and waited until the committee should make an appropriation for the necessary expenditures—drawing books, models, colored paper, and other necessary material—having been to a state institute, said one morning: "Scholars, we will wait no longer; we will begin drawing, we will make some things, we will study these things, and learn how to draw them. You will have to take hold and do your part, and I will help all I can. They say drawing is a splendid study for learning to see. I have just heard our state director of drawing explain how this is to be done and we will try and not be behind any more. It is too



bad not to begin with the necessary materials, but you know as well as I do that our committee is pretty generous, and if they say that no supply can be furnished this year, but that they will try and furnish materials next year, they will do so; and if we show them our interest, and some good results they will see that we are trying and will be all the more anxious to help us. We will begin with a lesson on balls, that are round all over; you can bring yours to school, large ones and small ones, and we will draw them; we will imagine that they are perfect spheres—some of your new ones will be; then we will study cylinders, and you may all be looking out for old broomsticks; we will have ends, about 4 inches long, cut from them for cylinders; after that we will study cubes. These will be hard to find, and we must make them. I will saw out a good one from wood and show it to you, and then you will have to try, and probably by the time we get to the lesson on the cube you will have made some pretty good ones. One thing we will always try to remember—if before drawing we must learn to see, we must have something to see." The scholars' eyes sparkled, their interest was great, they knew their teacher when he began a new subject with enthusiasm and in right good earnest; they knew this one would mean many, many pleasant hours, even if it would require much patience, much perseverance.

The lesson on the sphere went off roundly; not that they could draw it so very well at first, but with a little practice they were able to draw it with the all round and round motion, which was great fun, and to block it out with short curved lines. Some of the children brought balls for models—two of the boys, brothers, had made each a good sphere out of putty; one wee little girl brought one from dough, wrapped in a piece of paper. In carrying it, of course it had lost its shape somewhat, but she soon made it all right. Two little German girls, had wound some yarn into almost perfect spheres. They had been in the habit of winding yarn and so could do it easily; the teacher and a few of the larger boys had investigated a clay pit in that neighborhood and experimented a little with the clay. "Oh, jolly," cried one of the boys, "here is the spot. The clay is all right;" and here they could be seen making each a large clay sphere. We might as well say they were modeling clay spheres. These turned out beautiful indeed, and they were useful, for when this lesson was followed by one on the half-sphere or hemisphere, they had simply to cut the clay sphere in halves with a wire string or stiff card.

The lesson on the cylinder they had no trouble with. The larger boys undertook to cut the broomsticks into pieces all the same length, and cylinders of different proportions were also

made from paper, by just rolling an oblong piece into shape a little, and then pasting it together. Quite good cylinders can be made in this way; but of course correct wooden models would have been better.

They next studied the half-cylinder, cut their models from branches, made them from clay, and used nutmeg graters, and matches that were shaped like half-cylinders. The teacher, however, explained that the simple type half-cylinder, a solid made from wood, was furnished in some new outfits for study which would produce the best results. They also made the half-cylinders from stiff paper.

Now we come to their lesson on the cube and I think all of us would like to hear about it. The scholars were already quite familiar with the use of paper for making objects, had learned to draw accurately by measure and rule, had learned to cut to a line, and paste neatly; had also had a little exercise in cutting ornamental forms from colored paper, with which the simple objects could be decorated and made more attractive, and the teacher had given the study another impulse by saying, "If we can make some fine cubes, we will not only draw from them but will make other objects—boxes, baskets, and such as you can think of shaped like cubes. These we will keep to give away as presents, and if they are very fine we'll get Mr. Brown, the bookseller, to put them in his window for sale."

To show you how thoroughly this teacher taught the subject, we must visit his school, and so we come by that little winding foot-path, a short cut over the hill to the back of the school-house. There in the yard are the chips of the wood sawing and splitting that has been going on for the winter supply, and there is that identical end of log, that we said began its history in the school. There, too, are the boys making a scramble for the chips (and one piece being particularly well shaped and large was picked up among the first), for the master had said: "After school is out, boys, go to the back of the house and see if you can find pieces of wood that would do to cut into cubes, and let us begin making them in good earnest."

In the school-room good preparation was going on in the meanwhile, too. "Each in all," is the motto hung up for this week, and the scholars are all helpful and work in the spirit of the motto. Two of the scholars had made some illustrative black-board drawings (the pupils had always drawn more or less from pictures, as they found this ability to copy from pictures helps them very much with their study of geography, history, and composition). When the lesson of the cube was announced for the week's study, the pictures of cubical boxes, some pictures of common home furniture, boot boxes, book cases, and packing cases,





were collected and brought to the master. He chose those he thought would help the work along the best, by promoting the right spirit, mounted, and hung them in the room.

He wrote the following on the blackboard where it could be seen by all: "Though in practical knowledge every complete work of art may bear the credit of a rule, yet rules should precede, that we may be made fit to judge of example." He gave the scholars for the next composition subject: "Logs Floating Down the Hudson River." The school was on the banks of that river, so that they were somewhat familiar with the scenes.

Their observation or science lesson accompanying the study of the week was "Wood fiber," and to this the master gave a moral turn, by letting the pupils observe the strength there is in going with the grain; the weakness resulting from going against it.

Cubes from wood, cubes from turnip, cube paper boxes, cubes (or rather blocks) of all shapes and sizes; tin boxes of many nationalities nearly cubical; lumps of sugar, toy blocks, etc., were contributed for study. The master praised many and smiled at some. "Scholars," said he, "you have done well." The cube I showed you, poor as it is, has done good work. I must say right here, that he had cut his cube from the end of the log that we mentioned at the beginning, the log that was destined to kindle thought into flame."

He went on: "All of these will do for study, some for their perfection, and others for comparison and for forming a clear judgment of what the cube should be by the very qualities they lack; they will not do as models for drawing, however; for these should be correct. I have bought some stiff paper, oak tag, and we will each make a model of a cube correctly by measurement. To do this we will begin to lay out on one surface all the faces of the cube in their relative positions. This is called the development of the cube." And so the lesson went on. The faces of the cube were observed, compared, described; the cube was laid on practice paper and its sides were traced about in an orderly succession (as can be seen in the illustration on the blackboard). This gave them a general notion of the surface necessary for the model. The next step was repeating the drawing accurately, and each line was measured and ruled, until the development of the six square faces was complete. The scholars soon observed that if this pattern was to be used to make the hollow model, it must have more surface allowed for gluing the parts together. This was added, and because the sides were to lap over on the small parts, these were called laps. They cut the pattern, outlining the laps neatly, and went over the lines for the folds with a needle or pin point, to help make the edges sharp. After the developments were carefully folded they were neatly glued, and some of the results were very satisfactory. They used these as models for the drawing lessons, and although foreshortening and the principles of convergence could have been more satisfactorily taught from wooden models furnished in the "New Course," yet there was good work done.

There was excitement when the master challenged the boys to outdo the girls in the making of objects based upon the cube. These objects were to be made from pasteboard, cloth, leather, and wood. They were to be useful, strong, and neat, and ornamented if the pupils desired it. In the accompanying sketches, some of the objects they made are shown. These were the ones chosen for exhibition. Of course many more were creditably completed, but there is not room enough here to show them. The flower pot was modeled in clay and baked in a baker's oven. A slipper box was made from moderately thin boards, nailed together with brads; then covered with chintz. The one in the picture is covered with heavy paper of one color, ornamented by a design in a harmonizing color. The illustration shows how the surface was planned for the design. The girls also made other objects with square sides, as pillows, cushions, handkerchief cases, etc. Their glove boxes, and collar boxes made from pasteboard, covered with silk, cambric, and even plush were very attractive. In short they showed such skill and were so persevering in careful work until all was completed, that the master said he saw how advisable it would be to allow the making of simple useful things to be a regular institution in the school, and have it develop in manual training proper. The pupils carried some of their work home, the parents became interested; the exhibition of drawing and elementary manual training called forth the highest praise; the committee decided not to wait until the beginning of the next term, but made an appropriation for drawing and manual training at once. The scholars no longer were obliged to draw on blank paper, with blank minds; they drew in books, in which there were exercises for study in geometric and working drawing, development, historic ornament, botanical drawing, design, color, and model and object drawing, which the pupils and teachers could use as charts, and from which explanations could be made. They had the blank pages for drawing just the same, but they now could better understand each subject and its relation to the other.

Knowledge alone is not power.

—Chas. B. Gilbert.

## First Steps in Writing.

By LYMAN D. SMITH, Hartford, Conn.

Author of *Appletons' Penmanship*, and *Appletons' Manual of Penmanship*.

How to initiate a class of beginners in writing correctly, is a matter that gives no little trouble to many primary teachers. The work requires a good degree of patience and judgment. The subject may be easily handled, however, and made an agreeable and interesting part of school work if properly begun and conducted in the early stages.

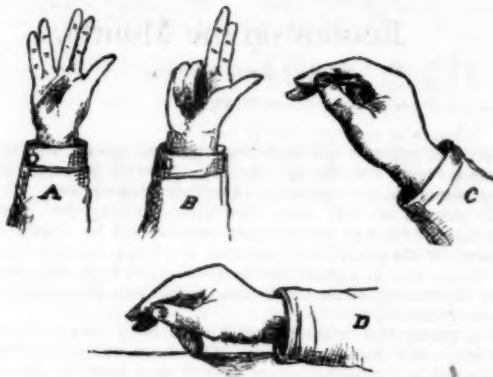
First, make up your mind not to have much writing done until the children have had a thorough preliminary drill in the cultivation of muscular sense—exercising the instrument of writing—the hand and fore-arm by various movement drills. These should be given first without anything in the hand, and afterwards with a lead-pencil of proper length, at least five inches long. Teach the pupils how to separate the pen-fingers from the sliding fingers, or the hand rest, at the first lesson. Do it in this way. Stand before the pupils and hold your fore-arm and hand vertical, or nearly so, fingers closed, palms outward. Ask the children to give you the order "open," and, as they do so, open or spread your fingers, forming a V-shape between the second and third fingers (cut A) keeping the two fingers forming the sides of the V closed. (If you never have done this, it will be well to try it beforehand to test your own ability to do it.) Now ask the children to give you the order "drop"—and as they give it let the third and fourth fingers fall as a unit into the palm of the hand, the pen-fingers remaining upright. (Cut B.) The thumb is in the plane of the hand and away from the index finger during this time. Next, ask the children to give you the order—"place thumb," and as it is given bring the end of the thumb to the index finger just below first joint and somewhat under the finger, the pen-fingers dropping at same time to meet the thumb. (Cut C.) See that the thumb joint is bent outward in this exercise as well as when the pencil is taken later on.

Release the sliding fingers from the palm of the hand slightly and the four fingers and thumb are now in the normal attitude of writing, or bent correctly. Assume first position, and let the pupils give the counts "one," "two," "three," instead of "open," "drop," "place thumb," and go through the drill again. Now hold a large thin book, as a geography, in your left hand, serving you as a desk to rest your right elbow upon. Go through the drill two or three times more adding a fourth count now which, when given, means for you to let your hand drop to the thin book, touching it with the nails of your sliding-fingers only, the ends of the pen-fingers being elevated an inch from the book. (Cut D.)

The pupils understand the operation now, and they can try the first part of the drill, opening the fingers to form a V-shape, with you. Have them face you, and the desk also, resting their elbows on the front edge of the desk, fore-arms nearly upright, palms outward or towards the teacher. Tell them, at the count "one" from you, to spread their fingers into two groups, making the V-shape as they have just seen you do. As they do this, or try to do it, you will recall the second sentence in this article. You will need to go among them and help them a little. Much merriment may result from their attempts to separate the fingers, but they will master it in a short time.

To do what has been outlined here will take up twenty minutes or the first lesson. At the next lesson review this and add the rest of the drill—dropping the sliding fingers, placing thumb, resting hand on nail tips on the desk, as you do on your thin book. You will have to lay aside your book for a time, and go among them, helping them to get their hands level, closing the first and second fingers together, as these are apt to fall apart so that a mouse could run between them. Mention this fact to the pupils, and ask them to keep these fingers closed.

At a third lesson teach sliding the fore-arm on the desk—lateral movement—in this manner. At the count "four" the hand drops and rests on the third and fourth finger tips only, the wrist being clear of the desk. The hand is in position to move laterally, as it has to move in writing correctly, and must swing outward from the elbow as the pivot of motion. *This part of the instruction is not generally attended to by teachers, and the result is that the pupils acquire the habit of moving laterally from the wrist as the pivot and start wrong, and always have trouble.* But to return to the drill. As you stand before the pupils with your thin book to rest your fore-arm upon, ask the pupils to give the order "slide" next after the count "four," and, as it is given, slide your forearm and hand as a unit right and left, from nine to twelve inches on your improvised "desk." Do this facing the pupils that they may see the scope of the movement, then stand sideways and do it that they may see how the hand is supported by the sliding fingers, and that your wrist is clear of your "desk." Call a pupil up and let him see that he can slide his hand under your wrist, or pass a pencil under it. Fix in their minds that the wrist must not touch the paper or desk; only the finger-tips and the fore-arm near the elbow.



NOTE: If your desk-tops are too narrow from front to back to allow the thick part of the arm to have support, let the pupils sit sideways—right side to desk—and you go into the side aisle to conduct the lesson.

Now go through the entire drill, including the movement, with the pupils. As you give the order "Ready," pupils bring the arms to the desk and raise the fore-arm—throwing it back nearly in line with the face—palms outward, fingers closed. Repeat the counts, "one" (open fingers), "two" (drop sliding fingers), "three" (place thumb), "four" (drop hands to desk),—"slide"—(move fore-arms). Let the counts be given slowly. See that the pupils move their hands at least ten or twelve inches, keeping the elbow stationary.

Teachers desiring to follow out this plan systematically, carrying it on into the use of books, cannot find a better help than *Appletons' Manual of Penmanship*. Any teacher who wills to teach writing can do it by studying this work, either in primary or grammar grades.

It should be said that until pupils reach the age of six and a half years, they have but little use for writing and it isn't profitable to start them in the work earlier. This is my belief. Others may think differently. A certain degree of physical development is required to begin well.

## Primary Occupations.

(The following list of varied occupations is given by the Education Department of Whitehall, England, as a guide to teachers especially in infant schools or classes which may be divided into two sections for those lessons.)

A.—What children between the ages of five and seven can do:—

- Games with music.
- Games without music (guessing games, etc.; taking messages).
- Picture lessons.
- Object lessons.
- Story lessons, *e.g.*, stories from history; Grimm's Household Tales.
- Recitations.
- Paper folding.
- Mosaic with colored paper; use of gum.
- Drawing. Brush drawing.
- Plaiting paper.
- Ruling simple geometrical forms.
- Measuring length. Estimating length.
- Weighing. Estimating weight.
- Setting a table (carrying a glass of water without spilling it. Moving cups without breaking them).
- Modeling in clay.
- Basket work.
- Cutting out patterns and shapes with scissors.
- Word building.
- Number pictures, with cubes, beads, etc.

B.—What children between three and five years of age can do:—

- Games with music.
- Games without music (guessing games, etc.)
- Recitations—Nursery Rhymes, etc.
- Picture lessons (learning to answer in complete sentences as to what they can see in a picture).
- Paper folding.
- Mosaic with colored tablets.
- Drawing.
- Matching colors (picking out the same shades of wool from a heap of remnants).
- Plaiting paper.
- Working patterns with needle and worsted.
- Threading beads in twos, threes, etc.
- Arranging shells in twos, threes, etc.
- Arranging "Pictures of Number" with cubes.
- Word building.

## Talks With my Pupils. II.

(The design of this talk was to show the natural results of selfishness. As noted in the note preceding Talk First, to give ethical education one must proceed as he does when he gives physical education indirectly. The minds of both animal and man possess a power of drawing conclusions. The premises must be slowly given; in the Talks the aim is to interest the pupil to observe these premises or antecedent facts. There is no objection to questioning the pupil if it be done in a proper spirit and method; to make repeat an ethical truth without seeing the reason is a waste of time.)

A few years ago I went upon a tour of our great lakes. We started from Buffalo in a fine steamer with a party of about forty; we were two weeks on the trip and thus had an opportunity to become pretty well acquainted with each other. One of the party was a rather short man by the name of Gerty; he was well dressed and quite talkative and made at first a good impression. But in a day or two it was apparent he thought himself to be of more consequence than any one else. His efforts to get the best place at the table and the best things on it soon attracted attention and became the subject of conversation. He would stand at the door of the dining saloon for a half hour before dinner; as soon as he saw the servant take up the gong he would rush in, huddle the provisions around his plate, and commence eating. The servants took pains to put the poorest provisions near where he sat and brought him smaller portions than for the others, and it was apparent to all that Mr. Gerty did not get ahead as fast as might be expected. He was very particular about a certain chair on the upper deck; when he left it he would put a book on it to hold possession. One day not having a book he left his hat; in his absence the wind blew his hat off the chair. Now, for any one else, those around would have caught the hat, but a Scotchman who sat near said, "Gerty takes care of no one's else, and we will not take care of his," and away it went overboard. The chair was then taken possession of. On his return Gerty was quite chagrined at the loss of his hat and at the little sympathy he got. At Mackinac we staid over night and some parties were made up to go in carriages to visit the ruins of the old fort; but all left Mr. Gerty out. We waited at Marquette for the return steamer and the captain came privately to the gentlemen and asked them to select their state-rooms: "As for that man, Gerty," said he, "he must take what is left." Our party broke up at Cleveland; we shook hands and parted, but I am sure none wanted to have Mr. Gerty as traveling companion again. As some of that party have met since they would say, "Well, did you ever see a more selfish fellow than that Gerty?"

### III

A pupil tells me that he left twenty-five cents in his desk when he went to recess; that when he came in it was gone. I have said you must not leave valuables in your desk; but it is a shame that anyone here takes money from another. I would not be in that boy's place! How he must feel with a silver quarter belonging to some one else! He is twenty-five cents richer than he was an hour ago, but at what a cost! No longer an honest boy! No longer able to sing our morning hymn of praise to the Creator! No longer able to look his school-mates in the eye without an effort!

A man does not become a thief all at once, he begins with a little thing. Here we have one that has begun; think of it! He may say, I will not take any more, but you know that is impossible. It will be far easier for that boy to steal to-morrow, so that it is almost absolutely certain that some boy here is destined to be a thief!

There is but one way out—for that boy to send that money back to me or to put it in the desk again. He must do this or be sunk forever in his own estimation. Can that boy go around with that sentence in his mind, "I am a thief!" Will twenty-five cents pay for the degradation he suffers! By no means.

Suppose George Washington had stolen a quarter, or Benjamin Franklin, or Abraham Lincoln! What happens when men steal? Why they switch off the main track; they have begun to go on another road. Soon people avoid them; their faces show it. A thief can be told by his looks. Let then that boy who was tempted, take the first opportunity to return that money; let him put it in an envelope and lay it on my desk; I will ask no questions.

## Concerning Discipline.

1. Prevention of the wrong doing is better than punishing the wrong done.
2. Exercise great care in taking a stand that you may have no occasion to retreat.
3. Fault finding is not calculated to cure a fault.
4. Distrust in the teacher breeds deceit in the pupil.
5. A child properly employed is easily controlled.
6. Obedience won is far better than obedience compelled.
7. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils.

—Exchange.



## Our Story Pictures.

By E. E. K.

Does the boy love his mother? How do you know? "He is bringing her some white grapes."

I knew a little boy who said he gave his mother everything he didn't want. Did that show that he loved her very much? "No, but this boy is giving her something nice."

Don't you think he has had all he wants and is giving her the rest? "No, he hasn't eaten one. You can tell by the way they look."

Well, white grapes are easy to get, are they not? "Not for this boy. He is poor."

How do you know? "Because the house looks poor." "Because he sells papers."

Some boys sell papers for fun. Is that right? "No; because then the poor boys can't sell so many."

What is this boy selling papers for? "To get money to buy grapes for his mother."

But it is very pleasant, after all, to work in the open air on such a fine day as this. "It is raining."

So it is! But what of that, when people have umbrellas? "The poor boy hasn't any."

I begin to believe you love this poor boy. Why do you love him? "Because he is good to his mother."

But are not all boys good to their mothers? "No, ma'am. I am very sorry to hear it. To whom, in all this wide world, should a boy be good, if not to his mother?"

Are you glad this mother has a good son? "Yes, ma'am."

Are you very glad that it is just *this* mother who has such a good son? "Yes, ma'am."

Why? "Because she is sick."

What do you suppose she thinks of alone all day in her chair? "She thinks about her boy." "She wonders if he is under a shed, when it rains." "She wonders if he will sell all his papers."

"She wonders if he will get run over." "She worries about him." "She feels happy to think he is a good boy." "She wishes she was rich, so that he wouldn't have to sell papers." She wishes she was strong, so that she could work for him instead of having him work for her.

Is this a true story? (No answer.)

Yes, it is true. Somewhere, there is just such a sick mother, and just such a good son, at work for her in all sorts of weather, never thinking of himself. Let us hope there are a good many such sons.

When you try to tell this story, where will you begin? "I'll say there was once a poor boy who had a sick mother, and he sold papers to buy her some nice white grapes."

That is making the story very short. Do you think people would be interested if you told it that way? See if you like this any better:

One rainy day in April, a gentleman was walking down a busy street in a crowded city, when a newsboy ran toward him through the rain and said politely but anxiously, "Buy a paper, sir?"

The gentleman was about to walk on without answering, as one learns to do, where there are a great many peddlers and newsboys, all teasing one to buy, but something in the boy's voice and manners made him change his mind. He bought the paper and stepped inside a store, through whose window he could watch what success the boy had in selling the rest of his stock.

Soon the papers were all gone and the newsboy's face lighted up gladly as he took out his hard-earned money and counted it. He ran across the street to a fruit store and bought a pound of white grapes and put the rest of the money in his pocket.

"They cannot be for himself," thought the gentleman, "or he would lose no time in tasting them."

He followed the boy home (it had stopped raining now) and saw him enter a little corner house, poor, but very neat. Through the door he could see that an invalid lady was sitting in an old-fashioned rocker, leaning against pillows. He could not see her face, but he heard the boy say, "Here, mother! Here are some white grapes for you. I had good luck to-day? How have you been?" Then the door closed, and the gentleman saw and heard no more.

Do you like that way of telling the story? "I couldn't tell such a nice story as that."

You could not tell such a *long* one, of course, and tell it straightforward. Well, we will all do the best we can.

NOTE: We learn to do by doing. In the beginning of this lesson, the children get an exercise in defending what is manifestly a noble action. Though the teacher seems to take the opposition, they feel that she is with them in sentiment.

A Pontiac little boy was told at Sunday-school that when he died he would leave his body here. After his return home he was much troubled in regard to it, and questioned his parents. His mother explained by saying: "You will take all the good with you, but leave all that's naughty here below." He thought a moment, and looking up said: "Well, I guess I'll be awfully thin when I get there."

## Lessons on the Months.

By JENNIE YOUNG.

JUNE.

"What is so rare as a day in June?"

Vegetation is now well advanced; gardens, woods, and even the roadsides teem with forms of beauty. There is no lack of abundance of material for science work of every description.

If observation has been continuous, during the preceding months, the facts of the summer solstice will be readily apprehended by the pupils. If they have not begun to make such observations, *this is a good time to do so*; aside from this, observations on weather, skies, winds, etc., are all very interesting at this season of the year.

The pupils may make lists of flowers, both wild and from the garden, which blossom in June. They may also press and mount specimens, and draw and color them if that work is done in the school.

It is well to preserve the *entire plant*, roots and all, and mount the specimen in true botanic manner. A little practice will give excellent results. Do not encourage *wasteful gathering* of the flowers. *Take what are needed*, but teach the children to leave the rest. Rare botanical forms have been wholly exterminated in some sections by indiscriminating collectors.

In giving lessons on living objects—crayfish, frogs, butterflies, etc.—be sure to emphasize the precepts of kindness to all interior creatures. Much downright cruelty is often practiced by children, which arises from their ignorance and want of thought. For this, in science work, the teacher is responsible. Her lack of tact and care may make such study worse than useless.

Of course, no teacher is in danger of forgetting the *seventeenth* and the "Sword of Bunker Hill." The journey of the "Old Liberty Bell" from its home in Philadelphia to the Columbian exposition has roused the good old-fashioned feelings of patriotism.

There seemed danger at one time that the Spanish features of the celebration might obscure the more truly national ones. Let us not forget, while honoring Columbus, that it is not alone for the wild waste he discovered, but for the great nation, made for us by our fathers and forefathers, that we now celebrate and give thanks to God.

## An Outdoor Lesson.

Name the birds common in your locality. Can you tell them at sight? Can you tell their young when just old enough to fly?

Describe them as to color and size; manner of flight. Do they *walk* when on the ground? Do they alight often on the ground, or remain mostly flying and on perches?

What birds can you tell by hearing their notes without seeing the bird? Can you imitate their notes? What is the spring note of the bluebird? Its autumn note? Do you know the robin's note of alarm and its song? Do the young give forth the same note as the old birds? What birds seldom give forth any note?

Tell what the birds eat. Is it the same at all seasons? Can you tell what kind of nest the birds of your acquaintance make? Where, when, and of what material do they build? What is the usual number and color of the eggs? What bird builds no nest?

What birds remain with us through the winter? What ones come first in spring? Which ones among the last? Which gather in flocks before leaving in the autumn?

Tell what you know from observation of the habits of some birds. Tell what you have seen of some particular bird. Do all birds try bravely to protect their nest and their young? Which do and which do not?

—*Arbor Day Souvenir.*

## Vacation Collections.

By FRANK O. PAYNE.

(List of objects to be collected by teachers for use in fall.)

## I PRIMARY.

1. Forms of leaves, *i. e.*, heart-shaped, egg-shaped, oval, round, spoon-shaped, triangular, needle-shaped, sword-shaped, wedge-shaped, etc., using simple instead of scientific names.

2. Margins of leaves, *i. e.*, whole, saw, dented, notched, scalloped, wavy, etc., etc.

3. Bases of leaves, same way.

4. Seeds of everything, buds, cones, fruits, woods, and flowers. If the teacher be a botanist, all the better; but any wide awake teacher can make much out of the above without the aid of technical botany.

5. Insects, small animals, etc. Kill the insects with a drop of



# "WHERE SHALL I GO THIS SUMMER?"

1893

The School Journal

1893

## SUMMER TRAVEL GUIDE.

As a large proportion of the 400,000 educators of the country travel during the long summer vacation of two months duration, it is intended, in these pages, to offer to them valuable information concerning routes and points of interest. Further information will cheerfully be given, if possible by letter: enclose a stamp for the reply.

**THE COLUMBIAN EXPOSITION** at Chicago, that opened May 1, will be the central point for a vast number of teachers this summer. It is believed that every teacher who visits Chicago will be provided for at reasonable rates; full information will be found on this point in the columns of **THE SCHOOL JOURNAL**, which has appointed a special correspondent there to gather it. For Eastern teachers there will be excursions to the Yellowstone Park, Alaska, &c.; for Western teachers to Niagara Falls, New York, &c.

While the **NATIONAL EDUCATIONAL ASSOCIATION** lays aside its meeting this year, the members will form themselves into an Educational Congress to be held in Chicago, commencing July 25, a most important affair. This will absorb the annual meeting of the National Educational Association. The **GLENS FALLS SUMMER SCHOOL** will be held in Chicago this summer. The **MARTHA'S VINEYARD SUMMER SCHOOL** will be held in its charming seaside home. **CHAUTAUQUA** is always an attractive point for teachers. The **BAY VIEW CHAUTAUQUA** in Michigan is becoming a renowned place; it has a wonderfully bracing atmosphere. **EUROPEAN TOURS.**—In spite of the attractions at Chicago there will be a great tide of European travel this year.

This is but a part, for other meetings consult the columns of **THE SCHOOL JOURNAL**.

### The Pennsylvania Railroad

was incorporated in 1846, and chartered in 1847, to build a line from the Harrisburg and Lancaster route to Pittsburg or Erie. The State system of Transportation, built between 1838 and 1834, at a cost exceeding \$14,000,000, consisted of a railway from Philadelphia to Columbia, 82 miles; a canal thence to Holidaysburg, 172 miles; the Portage Railway, across the Alleghany Mountains to Johnstown, 36 miles; and the railway thence to Pittsburg, 104 miles. This route resulted in great benefit to the sections through which it passed, but it was a slow, costly and complicated system, and proved unremunerative to the State. For years the route between Philadelphia and Columbia was served only by horse-cars, making the transit in nine hours, with relays every twelve miles. The superior facilities offered by New York and Baltimore threatened to leave Pennsylvania out of the race as a competitor for Western trade, and therefore local patriotism was highly stimulated to construct a new and first-class route across the State. The project was advocated by the press and in public meetings; and committees went from house to house asking subscriptions to stock. With the funds thus raised, and under the wise direction of Chief Engineer J. Edgar Thompson, the Pennsylvania Railroad began its construction works in 1847, between Harrisburg and Lewistown; and in 1854 the entire route, from Philadelphia to Pittsburg, went into operation. In 1861, after a contest of six years, the company bought the State lines, for \$13,570,000. Mr. Thompson held the presidency of the company from 1852 until his death, in 1874, when he was succeeded by Col. Thomas A. Scott, who had been for twenty-four years connected with the company, and had been vice-president since 1860. After constructing its magnificent trunk line across the Keystone State, the company prolonged its routes farther westward by securing control of several lines to the great trade-centers of the West; gained an admirable entrance to New York by acquiring the United New Jersey lines; found an outlet at Baltimore by getting control of the Northern Central Railroad; completed and opened the Baltimore & Potomac line, to Washington; and came into possession of numerous minor routes.

The New Jersey part of the Pennsylvania system includes the plant of the United New Jersey Railroad and Canal Companies, leased in 1871 for 999 years, at a deservedly high rental. This confederacy was formed in 1831, by the practical unification of two companies chartered a year before—the Delaware & Raritan Canal and the Camden & Amboy Railroad, both of which were finished in 1834. Two years later the United Companies got control of the Philadelphia & Trenton line (opened in 1834), and in 1867 they consolidated interests with the line of the New Jersey Railroad and Transportation Company from New Brunswick to Jersey City. The section from Jersey City to Newark was opened in 1834, and for some years was used only by horse-cars. In 1836 it reached Rahway; and in 1839 its trains arrived at Philadelphia.

The new passenger station at Jersey City is larger than the Grand Central Depot in New York, and has a length of 653½ feet, with a width of 256 feet, and a height of 112 feet. It is reached from New York by the steam ferry-boats of the company, running from Cortlandt Street and DeBrosses Street. The Pennsylvania Railroad has already bridged West Street at their Cortlandt Street Ferry, and is rapidly putting into service a fleet of double-deck ferry-boats, so that eventually passengers will be able to pass from Cortlandt or DeBrosses Streets to the upper decks of the ferry-boats, above the confusion of West Street, and thence on the same level to their trains in the Jersey City Station.

The Pennsylvania Railroad has one of the most perfect equipments in the world, with heavily ballasted road-bed, steel rails, track tanks, block signals and the very best of rolling stock in all forms. Every successful device known to modern railroad science has been adopted and utilized by this vigilant and wealthy corporation. The discipline of this great army of officials and men is of such an admirable character that the Pennsylvania has long served as a sem-

inary for the most efficient railroad men in all parts of the country. The grand route westward by the Pennsylvania line from New York and Philadelphia to Cincinnati and Chicago, Indianapolis and St. Louis, and remoter points in prairie land, is one of the most interesting and diversified on the continent. It leads across the richest and most densely settled part of New Jersey, past Newark, New Brunswick, Trenton and other historic cities; and for a long distance down the garden-like valley of the Delaware. The great terminal at Philadelphia is the model railway station of the world, vast in area, impressive in architecture and equipped with many conveniences devised by the most ingenious minds. From the City of Brotherly Love the traveler southward-bound passes down across the State of Delaware and through Wilmington, its metropolis, and on to the great city of Baltimore, and to Washington, the capitol of the Republic, where connection is made with the great Southern lines for the lower Atlantic and Gulf States. The traveler westward-bound from Philadelphia traverses a rich and historic country, by quaint old Lancaster and picturesque Harrisburg, and crossing the broad Susquehanna River ascends the lovely glens of "The Blue Juniata." At Harrisburg the track is 310 feet above the sea, at Lewistown 488, at Tyrone 886 and at Altoona, 1,166. Here begins the wonderful climb of the Alleghany Mountains, and the track attains its highest point at 2,168 feet above the sea, where it passes through a tunnel, 3,612 feet long, and reaches the western slope and the ravines descending toward the Ohio. Before reaching the tunnel, the train swings around the wonderful Horse-shoe Curve, a marvel of engineering skill, and overlooking dim blue leagues of valleys and mountain ranges. At Johnstown, of tragic memory, the line has descended to 1,184 feet above the sea, and at Pittsburg its elevation is only 748 feet. At this point, the famous iron and steel city, connections are made for all parts of the interior and Western States, and the through cars pass directly on to the rails which shall bear them indefinite distances along the path of the Star of Empire, across the fruitful plains of the prairie States, and even beyond the solemn walls of the Rocky Mountains and the Sierra Nevada.

Never before and nowhere else has better provision been made for the luxury of travelers. On these great routes run trains on which, while flying at the rate of forty miles an hour, the weary voyager may undress and retire to rest, in a curtained alcove or an enclosed state-room; and sleep in a comfortable bed while gliding over 500 miles of American land. At morning he may arise and refresh himself by ablutions in running water, with fresh clean towels; or take a full bath in a bathtub; or be shaven and shorn by the train barber. At meal-times, the tables are set in the dining car, as daintily equipped and served and as richly supplied as in a good hotel; and a leisurely repast is enjoyed, while the train sweeps on, at nearly a mile a minute, up the Susquehanna or Juniata Valley. When one grows weary of looking out at the changing landscape, through broad windows of transparent plate glass, he may walk forward securely through the cars and their vesibled connections, to the library-car, with its fine shelves of books and periodicals, and its desks, all supplied with stationery, for people who want to write letters or telegrams. The train also has its comfortable lounging places for smokers, who may purchase their nicotineous sedatives there. The accustomed pains of travel have thus been replaced by a triumphal course of pleasure, reaching from New York to Chicago, or St. Louis, or San Francisco, or Mexico; and the hospitality and good cheer, the freedom and comfort of the Empire City, project themselves over the entire continent.

Wonderful system, admirable discipline, and perfect mastery of all departments of the science of railroading characterize the Pennsylvania Railroad in all its history, development, and present operations, and place it among the pre-eminent corporations of the world.

Many of the conspicuous luxuries and conveniences of modern through travel were devised by the Pennsylvania Railroad, and first put to practical test on its lines of travel. And this spirit of enterprise, so predominant in the past, is and always will be characteristic of the company, and ensures for its patrons the latest and best things known in the modern life of railroading, in respect to luxury, speed and safety.

## American Routes for Foreign Tourists.



During the present season it is anticipated that many foreign visitors will come to our country to see the sights, not alone of our World's Columbian Exposition but the wonderful country which is the wonder of all lands and peoples.

To all such the country will extend a welcome, and they will go home with new ideas of what a free Nation is; a government of the people, for the people, and by the people.

Those who enter our land from the Atlantic Ocean will seek, doubtless, to make all reasonable speed to the special object of their visit—the World's Columbian Exposition at Chicago. There are numerous routes, each claiming advantages which should attract and will attract tens of thousands of patrons, and all will serve them well.

One of these routes deserves special mention in some of its advantages to foreign visitors. We refer to that popular highway of American travel—the West Shore Route—whose line traverses beautiful and historic grounds amid scenery that enchants and instructs. Taking the west bank of the famous Hudson River it seeks the pastoral scenery of the west side of the Palisades for the first thirty miles, a brief run through a tunnel, and then bursts upon the view such a "waterscape" as seldom astonishes a tourist. The picturesque Hudson River—which we crossed on leaving New York—is before us again, and its sides are hemmed in by majestic mountains, and cultivated fields, and beautiful towns, aggregating a view or series of views of the "never-to-be-forgotten" kind. We give herewith a view from the track of the WEST SHORE RAILWAY in this vicinity.

Before the astonished and charmed traveler has recovered from this gladsome surprise the train has reached West Point, where are educated the youths who are to enter the military service of the Nation, and its buildings, grounds, and historical surrounding are well worthy a visit and study.

But ten miles further and we are at Newburg where is located the "Headquarters of General George Washington," a building in which he lived and used as army headquarters during a portion of the Revolutionary War of 1776-1781, and it is kept open for the visits of the people, and many historical relics of the Revolutionary War are on exhibition.

Journeying North we have the majestic Hudson on our right, and the towering heights of the Catskill Mountains on our left, and the Capitol of the State—Albany—is reached.

From this point westward, the route is through the beautiful pastoral valley of the Mohawk and Genesee—with what Milton calls, "Sweet interchange of hill and valley, river, woods, and plains"—and at Buffalo we first see the blue waters of Lake Erie; and whirling along the banks of the Niagara River we come upon that great sight, Niagara Falls, which all foreign visitors should surely see.

From Buffalo various connecting routes take the tourist on to Chicago, but the West Shore Railway has safely, speedily, and with all modern features which minister to creature comforts, brought us thus far.



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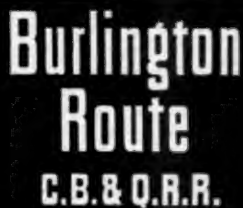
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naptha, gasoline, or ether. Never transfix them with a pin and leave them to suffer. Preserve the other things, like lizards, snakes, fishes, etc., in alcohol.

6. Shells; sea-shells if you are at the sea-side; fresh-water-shells if near a pond or brook; land shells if possible.

7. General science objects such as will illustrate processes, *i. e.*, (a) rags, cut rags, pulp, bleaching powder, bleached pulp, paper; (b) raw-hide, tan bark, sole leather, kip, morocco, Russia leather; (c) silk worm, cocoon, moth, raw silk, China silk, Faile Francais, grosgrain, moire, velvet, spool silk, embroidery silk, lace, twist, plush, etc., etc. These in pieces of various colors and nearly uniform size; (d) wheat-head, wheat grains, cracked wheat, rolled, pearled, crushed, grits, Graham flour, bolted flour, bran, etc., etc.

8. Minerals. Let wherever you go be a field for collecting things for use in your object work next winter.

## Talks on the Eskimos.

By ELLA M. POWERS.

Keep ever in view the great fact that *man* is the center, the converging point, of all geographical inquiry and teaching. The more elementary the stage the more important it is to bring man into prominence. The ever interesting relation between earth and man will create the most attention among pupils and the greater the attention is, the stronger will the memory become. The progressive teacher will illustrate this by pictures, photographs, models, and specimens.

Let the teacher speak to her class of man as he appears under various geographical conditions, and not discuss merely the physical characteristics of the earth's surface without regard to the inhabitants.

Let one day, or even one week, be devoted to studying man in the region of the snow; then devote as long a time to a discussion of man in the temperate climate, followed by a talk of him in the tropics. Give man the foremost place in every geography lesson if the interest of the pupils is desired.

Show the children pictures of the huts and garb of the Arctic inhabitants. Tell them of their food, manner of living, their methods of communication with each other, how the men, women, and children spend their days, what games the children play and what playthings and pets they have.

The teacher must be very careful that all this information does not take the form of a lecture, for nothing is more wearisome to the ordinary scholar, but constantly compare those manners and customs with our own. Every boy is interested to know that those Arctic boys wear two queer deer skin dresses; one put on with the hair next the skin and the other, or outside suit, put on with the hair outside making them look like balls. The pictures of the vast sea of pack ice and the snow-clad shores may be easily obtained from our illustrated weekly publications. The scholars take great delight in having and preparing an "Arctic Scrap Book" as well as a "Tropical Scrap Book" and one which shall illustrate the conditions in the temperate climate. A bit of information like the following most completely aroused an absent-minded boy in geography: "The Eskimo's boy's candy consists of gum scraped off of the whalebone; he thinks it is a great delicacy, but it tastes like an old raw peanut."

Thirty or thirty-five huts make an Arctic village and back of it is the graveyard and deer antlers are used for gravestones.

Let the girls compare the sewing of these women with our methods. They will be interested to know that the Eskimo women use deer sinews for thread and sharp slender bones for needles.

Draw on the blackboard a bag and ask them to guess what it is for. When they all attend explain to them how the young babies are sewed into the skin bags, with places cut for the legs and arms and the ends sewed up; when older, the child is given a pair of big clumsy skin boots and tumbles about in them till he can walk; then he struts about in them, taking up as much room as his mother.

Show the children strings of beads like those the women and girls wear about their necks and ears. Build before the class a model of an Eskimo hut.

The huts are made of walrus hide (a mat will serve to illustrate) stretched over a wooden frame and an old board usually found from a wrecked vessel forms the door. Overhead are several holes for lights, but much snow gets in unless a thin skin is stretched across. Sometimes the large bones of the whale are used for the framework of a house. Time spent in constructing one of these huts is not wasted.

The boys are always interested in the manner of catching whales and if an exciting whale expedition is read to the class, that class will never forget that a large part of their trade must be in whales. After reading a lively, exciting story, then picture to the scholars the blackness, dreariness, and strangeness of this life in the land of fish and fur. They will more clearly see that

the trade must be in fish and furs and the food must consist entirely of fish and seal meat and occasionally walrus meat.

Do not impart all the solid information without brightening it up by lighter, less important facts. Ask the boys to guess how the Eskimo boys play foot-ball. The skin bags stuffed with hair will be of interest to the boys. The small children have sleds made of bones. Boys practice archery and slide down hill. They also engage in athletics; a great feat is to stand on the hands.

The girls play with dolls carved out of ivory which they dress in ermine, and mice skins. They make bracelets of sinew and string upon them bits of iron, brass, or anything that will jingle. They sew bags of skin.

Thus the lesson proceeds and if a week be spent among these queer people the time is well employed.

No teacher of geography should dream of limiting the matter of instruction to the contents of the text-book. She should read for herself here, there, and everywhere. The best books on travel that have recently appeared must be searched. After the information is imparted in this interesting manner the scholars and teacher too will be surprised to find the great number of questions the children are able to answer correctly and clearly.

## The Story of Little Miss Food.

By M. P.

I am, or rather was, only a little mouthful of food, but I have had some very wonderful experiences, which I think you would like to hear about.

As you have probably all heard, each one of us in this large round world has some mission to perform, and I found that mine was to travel through a certain house.

I started out one bright morning and knocked at the door of the house. Two red doors opened and allowed me to pass into the hall.

What was my dismay when I found as soon as the doors had closed behind me that I was nearly surrounded by thirty-two attendants in white uniforms, and that I was standing on a very insecure floor.

Very soon this floor gave a sudden motion and sent me up against the attendants, who commenced treating me in a very impolite manner. They seemed bent upon crushing me, but finally they ceased jostling me about and allowed me to rest upon the floor.

All the time that Messrs. Incisors, Canines, Bi-cuspid, and Molars (for such I afterward found to be their names) were treating me so badly, I found that I was getting drenched through and through with a peculiar moisture, called saliva, which seemed to pervade the room. Without using any slang, the starch was about all taken out of me by the time I left that hall.

And how do you suppose I got out of the hall? Why, that odd little floor just gave me a toss and sent me into a small back room.

The minute I entered that room one saucy little servant, named Uvula, rushed and closed a door leading upstairs; and another, Epi Glottis, hurried to close a door leading down stairs; but I found another stairway, and so commenced my descent.

Such a stairway! You just could not run down the stairs, for the walls kept closing in front of and behind you so that you could take only a step at a time.

After some time I reached an odd door through which I passed into the kitchen of the house. Most rooms are so arranged that you can enter them in a dignified manner, but not so this one. The door is in the ceiling, and when it is opened, you must just drop down into the room.

After entering the kitchen, I stood still and looked about me. I found that there were no corners in the room, and that its walls were of a pinkish color. They seemed to turn a darker hue just after I entered, however.

I remained here for some time and was very much shaken up by the movements of this strange room all the time I was there. Like the hall, the kitchen seemed to be very damp; a thin liquid, called gastric juice, oozed out from the walls continually.

I think I must have left a part of myself in this place, for I was quite thin on leaving. I had actually turned gray, too, and was given a new name, Miss Chyme.

I was let out through a little door, and allowed to enter a long narrow room, where I found more moisture than I had in the kitchen. There were several different kinds of fluids, which seemed to stream in from side rooms. I once more changed my name and was known as Miss Chyle.

But I must hasten with my story. I really cannot tell you how it all happened, but I am not at all the individual I was before taking that journey. In fact, I have been entirely made over. A part of me has gone to help make the frame work of the house; another part, to help make the nails, and thus I am distributed all over the strange house, and you will never see the same little mouthful of food in the same form again.

## Supplementary.

### Getting Acquainted.

I got acquainted very quick  
With Teddy Brown, when he  
Moved in the house across the street—  
The nearest one you see.

I climbed and sat upon a post  
To look, and so did he;  
I stared and stared across at him,  
And he stared back at me.

I s'posed he wanted me to speak;  
I thought I'd try and see.  
I said "Hello" to Teddy Brown;  
He said "Hello" to me.

—Selected.

### Unfaithfulness.

"Mind the cow," said Grandpa pointing straight at me;  
"Keep her off the seeding where the lawn will be."  
Then he whipped up Nancy and rode fast away—  
I got tired of watching so I went to play;  
Then the cow came walking where the grass was sown;  
Great big hoofs made havoc, I was scared I own;  
But a rain came, washing big tracks out of sight,  
All was mud, and Grandpa thought that all was right.

"Mind the cow," said Grandpa, once again to me;  
"Keep her off the seeding." I could only see  
Mighty chance for playing; for the rain, thought I,  
Washes out the cow-tracks while you wink your eye.  
So the cow, unheeded, walked across the lawn;  
Rain then came? No, no, sir. Sure as you are born,  
Weather came up colder; frozen were the tracks;  
Grandpa came and found them: still I feel the whacks  
That his slipper gave me out behind the shed:  
Bread and water supper, off I trudged to bed.

I have learned this lesson: often we neglect  
Duties that are irksome, seeming to expect  
Rain to wash the traces—just remember then  
Freezes beat the rainfall nine times out of ten,  
Nothing so disgraceful—that I must confess—  
As the frozen record of unfaithfulness.

### Recitation, Song, and March.

(For Five Girls and Five Boys.)

By A. S. WEBBER.

(First boy and girl advance from opposite sides of the room,  
and stop when within a few feet of the center.)

1st girl.—What is the first thing you will do,  
When you are out and school is through?

1st boy.—What will I do when I get out?  
Why you will hear an awful noise,  
And you may know the loudest shout  
Among the crowd of us school boys  
Will be myself, beyond a doubt,  
Just thinking of vacation joys,

(These two will step back near the wall beginning the formation  
of a semi-circle as the second boy and girl advance from  
the same sides and to the same place as did the others.)

2d boy.—What is the first thing you will do,  
When school time for this summer's through?

2d girl.—Oh, I will start out on a run,  
And every one I know and meet  
I'll tell them that our school is done;  
And it will be, oh, such a treat!  
You know 'twill be such lots of fun,  
For telling news is awful sweet.

(The second boy and girl will step beside the first couple as  
the third boy and girl advance.)

3d girl.—Same as 1st girl.

3d boy.—Oh, I will give the wildest screech,  
And then will make my highest spring,  
And catch what tree branch I can reach  
And up among its bows I'll swing;  
Then shout the news to passers each,  
Until I make the whole air ring.

4th boy.—Same as second boy.

4th girl.—When I am out, I'll laugh for glee,  
And laugh and laugh and get my fill,  
No matter what folks think of me;  
For really how can one keep still,  
It is so jolly to be free  
And do whatever one may will.

5th girl.—Same as 1st girl.

5th boy.—When I am out, why I shall feel  
Like tumbling o'er and o'er and o'er,  
So I myself will be a wheel  
And tumble 'till I've turned a score;  
And when the boys will shout and squeal,  
I'll only tumble more and more.

6th boy.—Same as 2d boy.

6th girl.—When I get out I'll skip, not walk,  
And sing some of our parting song,  
I think the time I'll drum with stalks  
Of some tall weeds if they are strong.  
I will not even care to talk  
For ever and ever and ever so long.

7th girl.—Same as 1st girl.

7th boy.—When I am out I'll start and run,  
And run so fast and far away,  
And when at last my race is done  
I'll toss my books and have a play,  
And oh, it will be lots of fun  
To be outdoors the whole long day!

8th boy.—Same as 2d boy.

8th girl.—I know that 'round and 'round I'll dance,  
But I must kiss my teacher too,  
If I can see the slightest chance,  
And kiss my schoolmates all adieu;  
And then without another glance  
I'll dance away 'till out of view.

9th girl.—Same as 1st girl.

9th boy.—I think I'll be so wild with joy,  
No doubt I'll try to do each thing  
That's done by every other boy,  
And shout and roll and run and spring,  
To make no noise would sure destroy  
The fun that all vacations bring.

10th boy.—Same as 2d boy.

10th girl.—I think with all that will be done,  
The minute that vacation's here,  
That I will be the only one  
Who has not one idea that's clear  
Of what to do 'mid all the fun,  
And so I think I'll stand and cheer.

(The pupils should now be in the form of a semicircle, the  
boys on one side.)

1st girl.—(stepping one step forward.)

It seems to us that all you boys,  
Just think of naught but making noise.

1st boy.—(stepping beside 1st girl.)

To us 'tis fun what you call din,  
We have the name, let's now begin.

SONG: Air: "Yankee Doodle."

Boys sing:—Vacation's here and all the sports  
That boys can e'er be wishing,  
With all the world to play them in,  
And we will rest while fishing.

Chorus (all together):—

Playing, playing, keep it up,  
Do not be a dandy;  
Heed your manners, mind the rules,  
And in all games be handy.

Girls sing:—Vacation's here and we will have  
Some time to dress our dollies,  
And time to sew and wash for them  
And play go to Aunt Polly's.

Chorus (Boys and girls sing remaining verses):—

Often in our play we'll join,  
Both boys and girls together;  
Out-doors when the days are fine,  
And in-doors is wet weather.

Chorus:—If you want to join our play,  
Why, of course, we're willing;  
If you're clumsy you'll be fined—  
Well, something like a shilling.



(Pause as if deliberating after "fined.")

Chorus:—

(The boys will whistle the air "Yankee Doodle" for a march which the 1st. boy and girl will lead, the others forming couples behind them. They will come forward as far as possible, separate, lead in opposite directions, forming large circles, passing each other near the wall, then leaving the room.)

### The Birds' Concert.

By ANNIE R. STARR.

The little birds and the insects  
Were getting their voices in tune,  
For they were to have a concert  
To welcome the coming of June.

Old robin was chirping blithely,  
The bluebird was trying his note;  
When to the old crow, said robin,  
"I hear that you have a bad throat."

How in the world will you manage?  
Your hoarse voice is quite out of tune;  
You cannot sing in the concert,  
Unless you improve very soon."

Then spoke out loud the old bull-frog,  
"Never mind that. Just do your best;  
With croak, I'll too, join the chorus,  
If we try, we will stand the test."

"Ha, ha, ha!" laughed robin gaily,  
"How can ever a bull-frog sing?"  
"Not like a bird, you speak truly,  
But a croak may welcome the spring."

The little birds began gladly,  
And welcomed the season of song;  
Then all joined in the grand chorus,  
And helped the sweet music prolong.

And no one noticed a discord,  
As the sounds the echoes awoke;  
But I heard clear as I listened  
A crow's happy caw and a croak.

And the old crow and the froggie  
Were as jolly as all the rest.  
Does any one know the reason?  
Because both of them did their best.

### The Bird's Nest.

A DIALOGUE FOR TWO BOYS.

By M. D. STERLING.

CHARACTERS REPRESENTED. } School-boy, with satchel on back.  
Farmer, with rake in hand. He should wear a broad-brimmed straw hat, also long boots drawn over trousers.

(On one side of the platform place a fir tree in whose branches a bird's nest is concealed, containing three blue eggs—sugar eggs will do.)

(Enter) SCHOOL-BOY.

(He crosses platform and pauses near the tree at which he looks attentively before beginning to speak.)

SCHOOL-BOY.

I do believe that I could find  
A bird's nest in that tree!

(Looking around cautiously.) The farmer's busy raking hay—  
So busy he won't see.

(Tiptoes to tree, finds nest, and comes to middle of platform.)

Yes, here it is, a cunning nest  
With blue eggs (counts), one, two, three.  
(Enter Farmer.)

FARMER.

You little rascal! Shame, oh, shame,  
To steal a poor bird's nest!—  
The tiny home she built with care  
In which her young will rest;—  
Suppose a thief should take your home  
And all that you possessed?

SCHOOL-BOY.

I guess I wouldn't like that much.

FARMER.

Indeed you would not, boy!  
So put the nest right back again;

'Tis cruel to annoy  
The feathered songsters God has made,  
Or one bird's home destroy.

(While the farmer is reciting the last three lines the school-boy returns the nest to tree, then takes his place again beside the farmer. Exeunt both while the children of the school may repeat in concert the Band of Mercy's Pledge:)

"I will try to be kind to all harmless living creatures, and try to protect them from cruel usage."

### A Program for Closing Exercises.

PRIMARY.

1. Opening Song.—"What Little Folks Can Do" (SCHOOL JOURNAL October 29, 1892).
2. Recitation.—"Which?" (SCHOOL JOURNAL, January 28, 1893).
3. Dialogue for two boys (SCHOOL JOURNAL May 6, 1893).
4. Song.—"A Carpet of Green" (SCHOOL JOURNAL, April 15, 1893).
5. General Exercise.—"Mother Goose's Wax Works" (SCHOOL JOURNAL, May 6, 1893).
6. Recitation.—"A Sleepy Little School" (SCHOOL JOURNAL, March 18, 1893).
7. Drill Gymnastics (SCHOOL JOURNAL, April 8, 1893).
8. Song.—"A Little More Singing Now" (SCHOOL JOURNAL, October 1, 1892).
9. Recitation.—"The Three Little Dogs" (SCHOOL JOURNAL January 14, 1893).
10. General Exercise.—"Alphabet of Health" (SCHOOL JOURNAL, December 31, 1892).
11. Recitation.—"Naming Dolly" (SCHOOL JOURNAL, January 7, 1893).
12. Columbus Exercise (SCHOOL JOURNAL September 10, 1892).

### Forget-Me-Nots.

By LETTIE STERLING.

(We suggest that this poem be sung by a semichorus of boys and girls holding bouquets of the flower.)

TUNE: "Coming Through the Rye."

Down among the marshy places,  
Down by springs that flow,  
Tiny, fair, and tender blossoms  
In a tangle grow.  
Often for them I am searching,  
Glad to know their spots;  
By their name I love to call them,  
Sweet forget-me-nots.

And I love the pretty legend  
We about them read;  
Unto it, while them I gather,  
They my mind will lead.  
Oh! a magic power resteth  
In these starry dots;  
No, I never can forget them,  
Sweet forget-me-nots.

May these flowers, though found so rarely,  
Though in swamps they hide,  
Follow me where'er I'm dwelling,  
Near my home abide.  
They, among the train of posies,  
Are the dearest tots,  
Wee pink buds and small blue blossoms,  
Sweet forget-me-nots.

### Baby Carl.

His eyes are full of laughter,  
And the dimples come and go;  
His cheeks are round and rosy,  
And his teeth—Ah! well, you know  
He really hasn't any,  
He's such a tiny sprite;  
But I think they must be coming,  
He tries so hard to bite.

And now a change comes o'er him—  
He is taken by surprise,  
And the tears are overflowing  
From his laughter-loving eyes;  
His cheeks have lost their rose-tint,  
And the dimples hardly show,  
For a little tooth has sprouted,  
And it hurts to have it grow.

HELEN W GROVE.

## An Indignant Scholar.

(A little boy should bring in a huge geography, take a seat on a low stool, cross one leg over the other to support the book, and opening it at the supposed lesson, recite the following verses. He should turn the right or left side toward the audience or the book will hide his face. He should pout conspicuously from the moment of entrance, and recite in an injured tone of voice.)

Such a horrid jogafray lesson!  
Cities and mountains and lakes,  
And the longest, crookedest rivers,  
Just wriggling about like snakes.

I tell you, I wish Columbus  
Hadh't heard the earth was a ball,  
And started to find new countries  
That folks didn't need at all.

Now wouldn't it be too lovely  
If all that you had to find out  
Was just about Spain and England,  
And a few other lands thereabout.

And the rest of the maps were printed  
With pink and yellow, to say,  
All this is an unknown region  
Where bogies and fairies stay!"

But what is the use of wishing  
Since Columbus sailed over here,  
And men keep hunting and 'sploring  
And finding more things every year.

Now show me the Yampah river,  
And tell me, where does it flow?  
And how do you bound Montana?  
And Utah and Mexico?

—Phrenological Journal.

## Little Chickens.

Said the first little chicken,  
With a queer little squirm,  
"O I wish I could find  
A fat little worm!"

Said the next little chicken,  
With an odd little shrug.  
"O I wish I could find  
A fat little bug!"

Said the third little chicken  
With a sharp little squeal,  
"O I wish I could find  
Some nice yellow meal!"

Said the fourth little chicken,  
With a small sigh of grief,  
"O I wish I could find  
A little green leaf!"

Said the fifth little chicken,  
With a faint little moan,  
"O I wish I could find  
A wee gravel stone!"

"Now, see here," said the mother,  
From the green garden patch,  
"If you want any breakfast  
You just come and scratch!"

—Baltimore World.

## The Vine and the Wall.

"I am so weak," said the little vine,  
"Over the wall my tendrils twine,  
I quiver in every passing breeze,  
And bear no fruit like the orchard trees,  
No birds can build in my branches small,  
I wonder why I was planted at all."  
The old wall heard her, and answered low,  
"You were planted over my stones to grow,  
You, with my strength, must your beauty blend,  
And each to the other some good may lend;  
The world has need of us, each and all,  
The clinging vine and the rough gray wall.  
And so,  
Although  
You may not know,  
Be content, little vine, just to grow."

—Selected.

## Correspondence.

## What is the Use?

An educational paper is only an aggravation to me. So is all the knowledge of pedagogy I acquired at the Normal. I am teaching in a large city school. The principal will not allow me a particle of liberty as to methods of teaching. The what, the when, and the how are all provided by him. I am the merest machine, and in spite of my own wish to do better. Do not suggest "getting a transfer." That is out of the question. I should have to go too far from home to get into a school where there is any life. Our nearest neighbor is a primary school where the sanitary conditions are bad. The principal is less of a drill-master than ours, but I cannot bear the thought of breathing air any fouler than this. I am sinking into the ruts just as hopelessly as though I had never been through the Normal. I do not need your paper and cannot use it. If we ever get another principal who will allow me to put a little life and change into my work, I shall gladly renew my subscription and begin again the study of my profession. Till then, count me out. M. H. N.

We sympathize deeply with our correspondent, though we think "the blues" have betrayed her into some slight exaggeration. If she compares her work with that of her untrained associates, she will find that her normal training has given her more or less advantage over them, even in working the mechanical system in which she is placed. There must be some choice of method left her, some small region in which her better inspiration may work. She should make the most of that; work patiently away at what her hand finds to do; watch for every opportunity of influencing the school through her pupils, through her teacher associates, in her talks with the principal. She may contain within herself the little leaven that is to leaven that entire lump. Who knows? Patience, patience, patience!

## A New Old Fad.

I see in THE JOURNAL of April 29 that Mr. Morrison H. Caldwell has been showing up another assumed defect of the graded system of schools. This new old fad is to do away with the graded school system as a system and adopt instead the plan of departmental teaching. This would take us back again to the old assembly room plan of building with recitation rooms clustered around it, a principal supervising two or three hundred pupils herded together into a large room, and six or seven teachers teaching and hearing recitations in special branches in small class-rooms. After forty years trial of this system it was given up because of the waste of power and the misapplication of school energies. This reform took place in the West during the later '30's and early '60's. The immediate results of this change were advantageous, but soon came a reaction in different parts of the country and some very thoughtful school supervisors became convinced that the old system failed because the teachers who did the special teaching, so called, were not really specialists, and they resolved upon a trial of the new old system with the special experts in charge of these branches. One of the most notable experiments was that at Normal, Illinois, when Mr. Gove, now superintendent of schools in Denver, gave three years to the experimenting with this plan. It was also tried about the same time in two or three grammar schools in St. Louis and two or three in Chicago, and for quite a period of years in Sioux City, Iowa. The result in each case was complete and unmitigated failure, and now after 20 years of banishment this idea of departmental teaching comes back upon us like Bancho's ghost, just at a time, too, when thoughtful supervisors are teaching even the special teachers of such branches as music and drawing and physical exercise that their province is not to teach the children, but to teach the teachers, so that the special work may be done by the regular teaching force and the special teacher only utilized to correct such errors or bring out such points as the lack of cultivation in the regular teacher causes her to slight. We should have a mournful waste of force in the decreasing acquaintance and interest that each teacher has with individual pupils under her charge and the constantly increasing deepening of the work in each one of these branches taught by the so-called specialists, so that these studies would become specialized to such an extent as not to be profitably grasped by the child mind. That is one of the most prominent present defects in the teaching in our high schools and academies. Each teacher who secures a position in the high school or academy seems to think that it is her business to specialize the work in her department so that it may be comparable on paper with the work done under other more favorably situated high schools, and approximate more and more towards the proper departmental work in a university.

Now the work in the common schools ought to deal only with generalizations and any treatment of any subject which is not a generalization, and cannot be presented as a generalization, is an unfit topic of study and an unfit presentation for pupils in the primary or grammar schools. To specialize the work would be, therefore, running a special school in special lines within a common school and would be a grievous error in pedagogy. On the practical side, the evils enumerated by Mr. Caldwell would not be lessened at all by departmental teaching. Indeed, the evils would be intensified, as I see them, in every way. This is an age of specialists, it is true, but the specialists follow and do not precede the work in generalization.

The proposed plan would not help at all in special promotions because the gap between classes, the real evil, remains the same.

In a rapidly shifting corps of teachers it would be much more disastrous to the school system generally to be organized on departmental lines—because it would be more difficult to fill vacancies and the loss of a teacher would mean a great deal more than it does now.

It is impracticable, because, carried to its logical end, it proposes to make trained specialists out of the same teachers who are arraigned for incompetence in the beginning of the article quoted.

It is unscientific, because, like all patent nostrums, it attempts to deal with an effect rather than a cause—it prescribes, like all amateur physicians, without attempting to diagnose or remove the cause of the disease.

Kant, one hundred years ago, believed that we needed experimental schools worse than anything else in the school line; if we are to go on threshing over the old straw of the past and laboriously working over problems, which have long since been solved to the exclusion of present problems, I am of the opinion that we do sadly need an experimental school or schools where each new fad might be tested properly and its outcome registered.

FRANK A. FITZPATRICK.]



[\*The italics are ours. Given a good broad *primary* education, involving mind training and general scientific knowledge, gained experimentally, and the specialist would not only find the ground prepared for him, but would find himself in demand, the pupils having entered a stage of inquiry where none but specialists can lead them.—EDS.]

Please tell me in the May issue what Irelands belong to the U. S. and which and name them and tell where they are noted for, and what they do, and describe its surface.

Please do so. Your Subscriber. My address is

CHARLES HAWLEY.

Well, there is Rhode Island, for one. That will be found somewhere off the northeast coast. While traveling through the wilds of Chicago, we have noticed a Blue Island Car, so there must be a Blue Island. We have never been there and cannot describe its surface or tell what it does. But perhaps our subscriber knows all about this particular island, as it is in his own state. Then there is Long Island, upon which is situated Long Island City. Long Island has never done anything reprehensible, so far as we know. It is supposed to be an Archaic Pachydermal Fish, whose skin has been worn away by the elements, disclosing the somewhat sandy interior. And, by the way, there is Coney Island, where there are some real nice shows, and a hollow elephant, into whose trunk a woman fell several years ago, coming out rather dusty. The elephant was not alive at the time. There are several other islands that we have not named for want of space.

We are glad our subscriber takes THE JOURNAL. We wish his teachers had taken it. It occurs to us that it would be a good plan for the school trustees in his district to borrow an occasional copy. Why not lend them this issue? We are confident that it would be a revelation to them.

I have seen the advice to teachers, "Don't caress a pupil."

In what way is harm derived in so doing? Is it likely to cause a lack of respect? Does it show a lack of refinement and sense in the teacher? Does it tend to make the pupil careless in his work? In my short experience I have found that love works wonders. I have found that by loving my pupils, by giving them kind words and an occasional quiet caress, I could win respect and confidence.

YOUNG TEACHER.

You are quite capable of advising yourself in this matter. Follow your own gentle instinct. You do not seem in danger of overdoing the thing. An occasional quiet caress is one of the charms by which the inspired teacher has lifted the dull to responsiveness, the sluggish to animation, the indifferent to industry, the degenerate to ennobling loyalty. Love is too scarce in this world—do not spare it because of ill-administered or ill-understood "advice."

1. What work would you recommend to a teacher of primary reading? I wish to know more about the word method. In using this method when do you begin to teach spelling?

2. What work is the best guide for teaching penmanship? At what age should children be required to use the pen instead of the pencil? Some say not before they are ten years old.

L. B.

1. The *Popular Science Monthly* for January and February, 1892—article, An Experiment in Education. Children should not have oral spelling forced upon them too early. Put it off till the second year, if you can—certainly to the second term. Observation and copying of words with little exercises in dictation make all the spelling a child should have for some time. Combine the word with the phonetic method.

2. See Lyman D. Smith's articles in THE JOURNAL. Children can write from the first with the pen, if properly taught. Whether this is best is not yet positively known.

When do you think the diacritical markings should be taught in connection with spelling in our country schools?

D. M.

Diacritical marks have nothing to do with spelling. They merely assist in the pronouncing at sight of unfamiliar words. If reading is taught by the phonetic method they are used from the first. If not, there is no use for them until the pupil begins to consult the dictionary.

Kindly mark out a normal course of study; I mean a standard course for teachers in our public schools.

P. A. CARD.

The course for a teacher should consist of two parts:

1. *Informational*.—This should be a standard high school course of three years; Latin, Greek, German, and French to be optional. Just what this course should consist of can be found by calling on schools such as Cleveland, Ohio; Springfield, Mass., etc., for their circulars.

2. *Professional*.—This should consist of a three years' course in pedagogics, and one year of observation and actual teaching in a model school.

There should be something studied daily all these years concerning the history, principles, methods and civics of education.

## Editorial Notes.

THE PRIMARY SCHOOL JOURNAL for next year will be enlarged by a four-page inset. Upon these additional pages will be printed reading matter for the pupils and other material of direct use in the class-room. The Story pictures have already been removed from the center of the paper to the inside of the new special cover. This will give our readers a total advantage of six pages of School-Room material over the amount offered a year ago.

We shall try to improve from year to year, the quality as well as the quantity of what we offer. A continuous gain in *helpfulness* is and will be our aim. To this end we have already arranged for the following series of articles: Primary Reading Lessons, E. E. Kenyon; Lessons in Number, Anna B. Badlam; Primary Writing, Lyman D. Smith; Geography for the Little Ones, E. M. Reed; Physics for the Lowest Classes, Sarah E. Griswold. Other series of especial interest are intended. A new use for the Story pictures will be developed. Primary Occupations, Drawing, and Ethics for Primary Classes will receive special attention. The suggestion of collateral reading (a difficult matter in the work of the lowest grades) will form a strong feature of the paper.

Besides the serials and other continuous features of the PRIMARY JOURNAL, helpful articles of a more miscellaneous character will appear in connection with all departments of primary work.

In conclusion, THE PRIMARY SCHOOL JOURNAL will be *very* primary.

No teacher should leave town for a vacation in the country without providing herself with some simple apparatus for the collection of nature specimens. A bottle of alcohol for the insects and a scrap book of absorbent paper (not newspaper) form the most important items. We give hints from time to time on what to collect and how to collect it. We trust there are few teachers who regard their influence upon the young minds intrusted to them with so little seriousness as to care nothing at all for the glorious opportunities of ennobling that influence which the long summer vacation affords. Draw near to nature, teachers, and draw your pupils with you. Watch THE JOURNAL for helpful hints. In the issue of May 6, you will find something in this connection in the Correspondence. The present number contains an article by Frank O. Payne, suggestive in the same line.

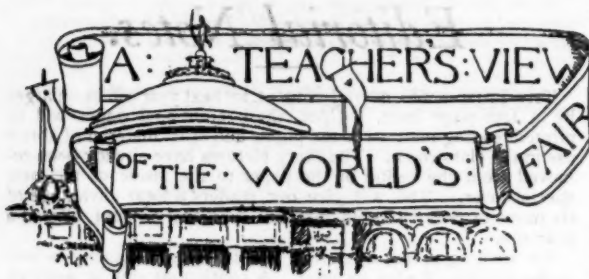
The Connecticut legislature seems to possess unbounded faith in the power of the text-book. It has passed a bill that provides not only for a new series of books, but gives even the number of pages in each that must be devoted to describing the effects of alcohol and narcotics. It provides further that when the "subject is massed wholly or in part in a chapter or chapters at the end of a book, such book shall not be considered as meeting the requirements of the law." Perhaps they are afraid that the pupils will never reach the end of the book. The most curious provision is probably that which directs the comptroller to withhold the state appropriation from any school district where text-books are used that do not treat the effects of alcohol and narcotics, as prescribed by law. The legislators of the Nutmeg state would do well to spend a few days of their vacation in a new education school and learn that it is the teacher, and not the text-book, that instructs the young. Modern schooldom cannot be controlled by text-book legislation. That age has passed away.

Attention has been called to the great move in Minnesota, the establishment of *state summer training schools*. From a circular by State Supt. D. L. Kiehle it appears there are to be twenty-eight of these this summer. While New York state holds to the wasteful scheme of assembling the teachers for a five-day institute, Minnesota establishes *training schools*. With good reason the Western educators will say to us, as we shake them by the hand in Chicago, "You Eastern fellows will have to wake up."

We clip the following from a Chicago paper issued the day after the first Sunday opening of the Fair:

The experience of yesterday shows that the extremists on both sides of the Sunday question are wrong. It shows that the people are not wild to rebuke the Sabbatharians, and shows also that those who will embrace the opportunity of an open Sunday to see the fair are not the roughs nor ordinary lawbreakers, but quiet, thoughtful people, who believe they are doing a duty in using that day to increase their store of knowledge by associating with those things which pertain to a higher life, and teach them to look up instead of down, as so much of the every-day life of most people does.

Among other institutions using EDUCATIONAL FOUNDATIONS is the State Normal and Industrial School at Greensboro, N. C. President McIver writes: "It has been specially valuable to me in my work during this our first year."



## The Chelsea Photographs.

Some of the work of the Chelsea public schools is shown in swing frames, the sewing course among them. The various exercises with the needle such as buttonholing, darning, hemming, etc. are shown very attractively in miniature garments. Other swing frames show primary drawing.

But that part of Chelsea's exhibit which will attract most attention during the summer consists of several series of photographs, the explanations of which are here given. The photographer has been exceptionally fortunate in his effects. The children are shown full of animation and entirely unconscious of anything outside the lesson. The successfulness of the pictures themselves, coupled with lucid explanations accompanying each, enables the observer to witness the actual lesson.

The first series of nine pictures will fascinate teachers of primary classes. They represent nine different stages of learning to read, and cover a period of three years. Classes during this time do not exceed ten pupils each, nor does any exercise exceed fifteen minutes in duration, once every session.

### 1. *First Step in Learning to Read. 1st. year.*

*Object.*—To teach the children to talk easily and naturally. To express thought in good full sentences.

*Appliances.*—A set of attractive objects and a table.

*Method.*—By skilful questioning elicit as many original statements about the objects as possible. Enthusiasm and energy necessary to highest success.

### 2. *Reading from Script and Blackboard. 1st. year.*

*Object.*—The establishment of good habits in reading.

*Appliances.*—A set of interesting objects, crayon, blackboard, and pointer.

*Method.*—Write sentences such as may be illustrated by objects, as "I have a horse." Handing object representing horse to Harry and asking, "Harry, what have you?" He has the key to the expression and reads (using pointer) without hesitation. Repetition familiarizes the children with the script form so that they learn to recognize both the words and the thought in a week or ten days.

### 3. *Devices for Holding the Interest. 1st. year.*

*Method.*—Blackboard exercises varied. For example.—Draw some steps, writing words of the reading lesson on each and ask, "Who would like to go up and down these steps?" "See how fast you can do it." Draw a circle in red chalk writing the word "donkey" in it, eliciting, "I see a donkey in the red circle," thereby teaching form, color, language, and words. Draw a barn with words written upon it and elicit, "I see a horse and a cow in the barn, etc."

### 4. *Preparation for the Reading Lesson. 2d year.*

*Method.*—Books first used at the end of five months. Transition from script to print without difficulty. All new and difficult words written on blackboard before the books are distributed. Words spelled and used in original sentences. Hands raised to indicate recognition and readiness to spell. *Words covered with a book as soon as written.\**

The device here given illustrates what may be called *flash reading* and is a newer phase of the new education.

It is to be noticed that in the case given, single words are thus taught. A step further in a natural direction is to teach the sentence in a like manner, *i.e.*, to throw it rapidly before the child, allow him an instant in which to take it in as a whole, and then erase, not permitting him to labor over the word formations. In so far as this stage is approached, Chelsea, in her flash reading, has unwittingly stolen the thunder of an institution of the West which will receive due attention in a future number.

\*The writer is responsible for the Italics.

The psychologic process involved is instantaneous or unconscious synthesis as opposed to the panoramic concept passage brought about by spelling out letter by letter. Aside from the immediate economy of the former process, its great formative value is manifest. It trains the child to comprehensive vision, to alertness of faculty and to the grasping of presented wholes instead of their isolated details. And as the human make-up is a fused unit, this growth occurring in one must occur in all of its departments.

### 5. *An Exercise in Reading. 2d year.*

*Method.*—After development of difficult words from the blackboard and their use in original sentences, the books are distributed. Silent reading, raising of hands, and oral reading follow.

A year's instruction renders the pupils quick to apprehend the thought. Eagerness to read manifests itself in emotional gesture and facial expression. No hesitancy in reading, because the pupil does not attempt to read until he has the full thought.

### 6. *Spelling, Use of Words, Etc. 2d year.*

*Object.*—Diversion, enthusiasm, quick perception, language.

*Method.*—When the reading lesson is finished the children one at a time go to the blackboard, select a word, erase it, spell it, then use it in more extended language than at first, and take their seats. A repetition of the exercise at the beginning of the lesson.

### 7. *Preparation for the Lesson. 3d year.*

*Method.*—New and difficult words developed from the blackboard before books are distributed. As soon as a word is written it is covered with a book by the teacher. Pupils spell the word, then use it in original sentences.

At the close of the exercises (as in previous illustration), the words are again spelled, erased, and made the basis for a more extended use of language.



### 8. *An Exercise in Reading. 3d year.*

*Method.*—The unfamiliar words have been developed, the books distributed, the lesson found, the first paragraph read in silence and the pupils ready to read it orally. Much animation is shown and a keener conception of the thought is expressed. Pupils prepared to read long paragraphs and to recognize at sight difficult words.

### 9. *Reproduction of Reading Lesson. 3d year.*

When a lesson has been read, the books are closed and the substance given from memory. Increases power of memory, imagination, and use of language.

Enthusiasm and energy necessary to every expression; cultivates quickness of perception and concentration of mind.

Thus ends the first series of Chelsea's pictures. The second, under the general head of language, is equally full of valuable suggestion. The first photograph "*Stories from Pictures, 1st. year.*" shows how the children study a picture to see what there is in it. Thought expressed in good English. Original statements. Several pupils repeat the several statements in the form of a continued story.

### 2. *Liquid Measure. 1st. year.*

Pupils use the actual measures. Language and arithmetic combined.

### 3. *Recreations. 1st. year.*



Children placed in various attitudes. One given a watering pot and told to water a plant, two others playing horse, two playing ball, a boy with a sled as if in the act of coasting, etc.

The school observe and tell stories suggested by the attitudes.

#### 4. *The Apple.* 2d. year.

Pupils with apples and knives. Outside first observed; form, color, stem, blossom, etc. Then dissection and observation. Result the basis of several language lessons. Children draw picture of apple on blackboard.

#### 5. *Linear Measure.* 2d. year.

Pupils taught to understand the inch, foot and yard by using the rule, tape, etc. Combine language and arithmetic. Write table, problems in arithmetic, and stories.

#### 6. *Saluting the Flag.* 2d. year.

Each child supplied with a flag. Teacher holds a large one. By skillful questioning, story-telling, memorizing, patriotic selections, etc., the history, significance, and use of the flag made known. Both oral and written language follow.

#### 7. *The Squirrel.* 3d. year.

Present live squirrel if possible; otherwise, stuffed one or good picture. Develop facts from observation, form, color, parts; then habits, food etc. Finally elementary scientific analysis. In all descriptions, the original statements by individuals are summed up in a continued story.

#### 8. *Dictation.* 3d. year.

*Object.*—To illustrate some definite form of language; spelling, use of punctuation, possessives, abbreviations, special words, etc. This exercise of frequent occurrence.

#### 9. *Sentence Building.* 3d. year.

Children provided with an object, an apple, for instance. Begin with simple subject, then predicate (not necessary to use these terms). Enlarge with one or more adjectives, phrases, etc. Enlarge with *and* and other forms of construction.

Other photographs show effectively the method of teaching in the ensuing grades. They are in three series, entitled:

#### *Language.*

Pictures. 4th. year.	Geography. 7th. year.
Weighing. " "	Iron " "
Sponges " "	Whittier. " "
Dictation. 5th. year.	Circulation of the Blood. 8th. year.
Granite " "	Original Illustrated Composition. " "
Alcohol " "	Historical Composition " "
Coal. 6th. year.	Commercial Geography. 9th. year.
Water. " "	Massachusetts. " "
Longfellow " "	"The Chambered Nautilus" " "

#### *High School.*

Series of nine, showing suggestively class-room and laboratory conditions.

The Herbartian theme of *concentration* is touched upon in much of the work here noticed. Thus Chelsea correlates language and arithmetic. Springfield, drawing and making. Others, natural science ("nature studies") with language, oral and written, and writing. So the chimerical cat on the alleged mat "goes to its own place," yielding valuable ground to richer thought material for the children of men.

WALTER J. KENVON.

Success reigns; the old Normal at Lebanon, Ohio, still lives. There were pecuniary difficulties, but the Lebanon business men have come to the rescue. No teacher or student has left. No work has been or will be suspended. All the regular exercises have continued and will continue without interruption.

The university is now owned and conducted by the National Normal University Co., which has a paid-up capital stock of \$30,000 and begins business without a dollar of debt. The Lebanon *Western Star* says: "The good old normal bell will ring on, and more students will gather to its call than ever before. Lebanon has joined hands with the university to work for the common good. Every prominent citizen has promised to help." All the leading moneyed men of Lebanon have invested in the new enterprise, and are giving it their enthusiastic personal support. The faculty will remain the same with Pres. Alfred Holbrook at its head, and Prof. R. H. Holbrook as the business manager for the board of directors. The university has undoubtedly entered upon a new and unprecedentedly prosperous era in its long and creditable history.

The superintendent of the Tarboro, N. C., schools says: "I have held meetings with the white teachers weekly and with the colored teachers fortnightly for the purpose of discussing school work and studying methods of teaching. The teachers in the white schools each bought a copy of Joseph Payne's Lectures, and studied it thoroughly during the year, being guided by questions and a method of study made out each week by the superintendent. The notion that anyone who has 'been through school' can teach children has wrought enough mischief in this country. It is time our people were realizing the fact that there is a science and an art of education, and that the successful teacher must understand them. They should demand that teachers study their business as a profession. This is what the teachers have been doing.

W. H. Samuel has been elected delegate to the National Educational Association from Philadelphia, the Teachers' Institute of that city possessing a life membership.

The school board of Haverhill, Mass., has adopted manual training as a branch of the regular school curriculum.

A city superintendent writes: "THE JOURNAL is growing in strength and solidity and that most rapidly. I have been greatly helped by it; I often heard it quoted by the teachers." His name would be given if the words "not for publication" did not appear at the end.

Mrs. Sidgwick has made investigations regarding the health of nearly six hundred women who have pursued university courses at Cambridge and Oxford. The *Pedagogical Seminary* reports that those women who had received degrees, in after life became mothers of a remarkably large number of children, and were physically superior to English women who had not been to college.

Dr. E. G. Brackett, of Boston makes a strong plea for an industrial school for crippled and deformed children. He writes:

"Such children very often show unusual mental activity, perhaps in consequence of their necessary physical restraints, and their energy turns naturally to those channels where nature has laid no restrictions, showing itself in quick mental receptivities. Among the class of the well-to-do this lack of training is not felt, since both in the home society and through educational and physical care specially provided by these parents their wants are fully met. But among the more unfortunate class this special care in this direction is not possible. As patients they receive all necessary treatment in the hospitals provided for these needs, but for the employment of a greater part of their time they are left much to their own devices, or if stronger are allowed to attend the public schools. Being left to themselves means more or less of isolation or else much of the time spent on the streets; attendance at school means the attempt to cope on an equal footing with healthy children and on a system which taxes even the strong. It is with pleasure that I can acknowledge the special kindness which many teachers show to these deformed children. Yet unfortunately it is recognized that the strain of school routine is plainly seen in so many of these children.

"In an industrial-school with special provisions for these unfortunate ones, the hours of work would be graduated to their strength, the necessity of daily periods of rest be enforced, their physical comforts and developments would receive attention, and their plays so regulated that their games and companions in play would be suited to their condition.

These children make the strongest appeal to our sympathies, and I trust that before long we shall be able to give them this much-needed care."

E. G. BRACKETT, M. D.

Experiments were made last winter with the elephants of the Barnum-Bailey circus. Rats were set loose in these stables, and it is reported that the trained elephants simply stepped on the vermin and were rid of them, while the others trumpeted with fear and almost went frantic with rage and fright. The *Advocate*, of East Boston, Mass., cites this as an example of "the benefits of education," and suggests that a similar experiment might be tried in colleges for girls by turning a mouse loose among freshwomen and senioreses. In this humorous vein it goes on:

"If the theory holds good (that if women were trained they might rise to the self-control of the trained elephants), the latter should remain calm under the ordeal, however great was the commotion among the former. It is to be hoped that there will not be supposed to lurk any invidious inference under this suggestion, which is made purely in the interests of exact science and as a possible means of testing that constantly assailed and much discussed thing, the higher education of women.

## Child Study.

The Associate Alumnae of the New York normal college have circulated the following questions, intended to shed light through their answers, and the careful consideration these are to receive, upon the nature of the Play Impulse in children:

### REMINISCENCES.

1. How old were you when you first played in the street?
2. What were your first plays, and from whom did you learn them?
3. Name other plays that you remember up to the age of 12 or 14?
4. What plays did you see other children play which you did not engage in?
5. Tell about how much time you spent in the street, and whether you enjoyed playing there.
6. Were there children who acted as leaders in play? Were there any who invented plays or modified them in any way? or did they hold strictly to the manner of playing them?

### RECENT OBSERVATIONS.

7. What plays have you observed in the streets recently? State circumstances fully in regard to (a) locality, as presence of factories, parks, open lots, buildings, (b) current events, (c) season of the year, (d) time of day. (e) In what ways and at what ages do you find boys and girls playing together?
8. Have you ever seen children play kindergartens games in the street? Where?
9. State instances of self-control, suffering pain voluntarily in play, or other moral qualities and lack of them.
10. Do not fail to report the simplest acts of play as well as regular games; also accounts of children playing alone.
11. What objectionable features, if any, have you found in street plays? What advantages?



Princess Eulalie.

The Columbian exposition will probably be made the occasion for the visit to this country of several members of European royal families. Already the sister of the late king of Spain (Alfonso XII.) and the aunt of the present king (Alfonso XIII.) is here. The Spaniards have always been noted for their long and picturesque names. Her full name is the Princess (Infanta) Marie Eulalie Francoise d'Assisi Marguerite Roberte Isabelle Francoise de Pauli Christine Marie de la Piete, and she is a descendant of the renowned sovereigns Ferdinand and Isabella. She comes as the representative of Queen Christine, the regent of Spain. When in 1868 Queen Isabella, her mother, was expelled from Spain by a revolution, the family (including Eulalie then four years old) went to France to live. There the Princess Marie Eulalie was educated and there she remained until she had grown to womanhood. Alfonso succeeded to the throne in 1874, but his sisters chose to remain in Paris with their mother, who was not permitted to return to Spain.

Among others who may come to this country during the summer are the Grand Duke Nicholas, czarowitz of Russia; the shah of Persia, the sultan of Johore, Prince George of England, and Prince Guenther, brother-in-law of the Emperor William of Germany.

### New York City.

Col. Geo. T. Balch has furnished us with the following statistics respecting the progress of the Roman Catholic parochial schools in the city of New York compared with that of the public schools, in the eleven years, 1880-1891, as taken from the official record:

Parochial Schools.	1880	1891	Loss or Gain	Per cent.
Enrollment,	31,707	28,503	loss, 3204	10.1
Average attendance,	26,004	25,444	loss, 560	2.2
Public Schools.				
Enrollment,	198,372	213,912	gain, 15,540	7.83
Average attendance,	123,638	148,239	gain, 24,608	19.8
Total Parochial and Public Schools.				
Enrollment,	230,079	242,515		
of which the R. C.				
Parochial are,	13.7%	11.7	loss, 2.0% or	14.6 in
				eleven years.
Average attendance,	149,642	173,683		
of which the parochial schools are,	17.3%	14.6%	loss, 2.5%, or	10.5 in
				eleven years.

A law was passed by the last legislature for the appointment of five commissioners to examine and revise the methods or plans of the public schools of this city.

The course of study for the grammar schools has been amended by the board of education. Two distinct courses have been created for the first grade—one continuing through a single year preparatory for admission to the college of the City of New York and the Normal college, and the other, extending through two years, more particularly preparatory for business.

The course preparatory for the colleges embraces the following subjects: English (reading, elocution, words, composition, and grammar), arithmetic, penmanship, history of the United States, geography, drawing—freehand.

The other courses embrace the following subjects: First year—English (reading, elocution, words, composition, and grammar),

arithmetic, bookkeeping, geometry, civics, commercial geography, history of the United States, drawing—freehand and mechanical. Second year—English, bookkeeping, and drawing and geometry continued; general history, phonography, German or French.

Supt. Jasper has sent out circulars to the parents of grammar school pupils asking them to consider the matter carefully and notify the principal of their decision as to the course they wish their children to take up.

### Summer Schools.

Cook Co. (Ill.) Summer Normal School, Englewood, Ill. July 10, 28, Col. Francis W. Parker, principal.

Martha's Vineyard Summer Institute, July 10, W. A. Mowry, president, Salem, Mass.

Summer Course in Languages. (Berlitz Schools of Languages. Auditorium, Chicago, Ill.) Asbury Park, N. J.

Cornell University Summer School, Ithaca, N. Y., July 6, Aug. 16. The Registrar, Cornell University, Ithaca, N. Y.

Summer Session of the Neff College of Oratory, Atlantic City, N. J., June 26, July 21. Silas S. Neff, president, 1414 Arch street, Philadelphia, Pa.

Chautauqua Assembly, College of Liberal Arts and other Schools, Chautauqua, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, Elocution-Delsarte, July 5. Address H. M. Soper, 26 Van Buren street, Chicago, Ills.

Summer School, Greer Normal College, Hooperton, Ills., June 13. William H. Monroe, president.

The Sauveur College of Languages, Rockford College, Rockford, Ills., July 3. Address Dr. L. Sauveur, 6 Copley street, Roxbury, (Boston), Mass.

The National Summer School at Chicago, Englewood, Ills. Address Chas. F. King, manager, Boston Highlands, Mass.

Summer School for Teachers at Sherburne, N. Y., July 19. Address W. S. Knowlson, Sherburne, N. Y.

Midsummer School at Whitney's Point, N. Y., July 24, Aug. 11. H. T. Morrow, manager, Binghamton, N. Y.

Summer Session of six weeks of the National School of Elocution and Oratory, at Grimsby Park, Ont., Can., July 3, Aug. 12. Geo. B. Hynson, principal, 1020 Arch street, Philadelphia, Pa.

Vanderbilt University Summer School for Higher Physical Culture, Nashville, Tenn., June 16, Aug. 16.

The State University of Iowa Summer School, Iowa City, June 19, four weeks. Charles A. Schaeffer, president.

Callanan Summer School of Methods Des Moines, Iowa. C. W. Martindale, president, Des Moines, Iowa.

### Meetings of Educational Associations.

JUNE 2-July 3.—The S. E. A. of North Carolina, meets at Moorehead city. Pres. J. J. Blair, Winston; Sec. E. G. Harrell, Raleigh.

JUNE 22-24.—The State Educational Association of Louisiana will hold its tenth annual session in the Chautauqua Auditorium, Griffith Springs, near Ruston. Pres., Col. J. W. Nicholson, Baton Rouge, La.; Sec's., D. M. Scholars, Monroe, La., and R. L. Himes, Natchitoches, La.

JUNE 27-30.—Arkansas State Teachers' Association will be held at Morrilton. Pres. A. E. Lee, Russellville, Ark.; Sec. H. A. Nickell, Ozark, Ark.

JUNE 28-30.—Brunswick Provincial Teachers' Institute will be held at Fredericton, N. B. Pres. Dr. J. R. Tuch, Fredericton, N. B.; Sec. Jas. M. Palmer, Fredericton, N. B., Can.

JUNE 30.—Georgia State Teachers' Association will be held at Gainesville. Pres. E. B. Smith, Le Grange, Ga.; Sec. J. W. Frederick, Marshallville, Ga.

JULY 10.—Kentucky State Teachers' Association, convenes at Louisville. Pres. Wm. H. Bartholomew, Louisville; Sec. R. H. Carothers, Louisville.

JULY 11-12-13.—Southern Educational Association. Louisville, Ky.

JULY 25-26-27.—South Carolina State Teachers' Association, will meet at Spartansburg. Pres., Dr. S. Lander, Williamston; Sec., Prof. Dick, Union.

JULY 25-28.—Educational Congress at the World's Fair.

DECEMBER.—The Oregon State Teachers' Association will convene at Portland. Pres., E. B. McElroy, Salem, Oregon.

DEC. 27.—The South Dakota State Teachers' Association will convene at Parker, S. D. Pres., C. M. Young, Vermillion, S. D.; Sec., Edwin Dukes, Parker, S. D.

DEC.—The Wyoming State Teachers' Association will convene at Rawlins, S. D. Pres., A. A. Johnson, Laramie, Wyo.; Sec., J. O. Churchin, Cheyenne, Wyo.

Tired nature's co-worker, nerve helper, and strength builder is Hood's Sarsaparilla.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, THE PRIMARY SCHOOL JOURNAL for Primary Teachers is \$1.00 a year. THE TEACHERS' INSTITUTE is published monthly, for those who do not care for a weekly, at \$1.25 a year. EDUCATIONAL FOUNDATIONS is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. OUR TIMES is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th St., New York.



## Central America's Gift to the Nations.

If it can be truthfully said that tea "cheers but not inebriates," the same may be also said of chocolate; and besides its power to cheer it is delicious to the taste and nutritious. Where does it come from? How is it prepared? These are natural questions.

The first that we learn of the fruit of the cocoa tree being used as a beverage is from the early Spanish explorers, who, penetrating the Caribbean sea, landed upon the adjacent shores. There the explorers were presented by the natives with a drink which they called *cacauate*. This has been a popular Spanish beverage for four hundred years, and its use in other countries, especially in America, is increasing. To-day the manufacture of cocoa and chocolate has arisen to the dignity of a great industry—one of the greatest in America.



THEOBROMA CACAO.

These are produced from the cocoa bean (*Theobroma cacao*), which is a native of tropical America, although in late years the tree has been cultivated in various warm countries. The cocoa tree grows to the average height of thirty feet, and from five to eight inches in diameter, is of spreading habit and healthy growth, and requires comparatively little care. The fruit when young is green, but later becomes a lemon-yellow, or yellowish brown. When matured, within the thick tough rind, it contains from twenty-five to forty seeds, surrounded by a fleshy pulp, and arranged in rows. These seeds are at first colorless, but on drying and exposure to the light they become golden yellow, red, or brown in color, and hard and brittle. They are about the size of almonds, and have a bitter taste.

After the fruit is gathered, the seeds are removed from the pod and undergo various processes of sweating and curing before they are ready for the market. In order to procure what is known as unfermented cocoa, the beans are freed from adhering



BRANCH OF CHOCOLATE PLANT.

fruit pulp, and at once dried in the sun. For the production of fermented cocoa, the beans are placed in pits in sheds, or buried in trenches and allowed to ferment for a time before being completely dried in the sun. Much of the acidity and bitterness disappear in the process of fermenting. The beans of commerce somewhat resemble small pecan nuts in color, shape, and size.

They have a thin, brittle shell, surrounding a full, well-filled kernel, of reddish-gray or reddish-brown color, with a shining, oily surface, the whole crushing easily under a strong pressure.

The best known manufacturers in this country are Walter Baker & Co., Dorchester, Mass. The nuts reach the market in all forms and in all stages of uncleanness; dirt, sticks, small stones, and other foreign substances being found. These are removed by screening and hand-picking. Any beans whose defective color, size, or shape betray their inferior quality are rejected. Next comes the roasting, and upon this hinges very much of the success or failure of this great industry, for upon it depend both chemical and structural changes. The preparation requires much experience; in unskilful hands the beans would be spoiled.

We are indebted to Walter Baker & Co., for the use of the cuts in this article.

## New Books.

The prospectus and sample pages of the *Standard Dictionary of the English Language* give visible evidence that the publishers will perform all that they promised when the fact that this dictionary was to be published was first announced. The main features are the following: (1) The etymology is placed after the definition; (2) in the definition of words the most common meaning is given first—that is, preference is given to the "order of usage" over the historical order; (3) The scientific alphabet, which has been prepared and recommended by the American Philological Association and adopted by the American Spelling Reform Association, is used in giving the pronunciation of words; (4) The quotations used to verify or illustrate the meanings of words are located—not only the author, book, and page are given, but the edition of the book; (5) disputed pronunciations and spellings are referred to a committee of fifty philologists in American, English, Canadian, Australian, and East Indian universities, and representative professional writers and speakers of English; (6) if a word is pronounced variously, the first pronunciation given is the one preferred by this work, and this is followed by the pronunciations preferred by other dictionaries; (7) The nearly 5000 pictorial illustrations were made expressly for this work, over 4000 being wood and many full-page in colors made by the Messrs. Prang; (8) an attempt has been made to reduce to a system the compounding of words; (9) in the attempt to simplify the spelling this dictionary is conservative yet agreeably positive, along the lines of reform agreed upon almost unanimously by all the leading philologists of America and England; (10) obsolete, foreign, dialectic, and slang words are given places only if likely to be sought for in a general English dictionary. In the departments of science, art, literature, history, mechanics, etc., some of the brightest minds of the age have been employed giving assurance that the latest and most accurate information will be furnished.

In looking over these pages one is struck with their thoroughness, conciseness, and excellent arrangement. The editors have kept in mind what the average man in consulting an English dictionary would be most likely to want, and have given this first. The dictionary is for the practical every-day worker—the teacher, editor, student, business man, etc. In one new department it has taken up—the compounding of words—if it accomplishes a reform it will have done a great work. Another marked feature is the accuracy, completeness, and conciseness of its definitions. The typography is such that the most important part stands out distinctly from the rest. For truthfulness of representation and beauty of coloring we have never seen anything to surpass the plates in this work. The publication of the dictionary will be looked forward to with great interest. (Funk & Wagnalls, New York.)

The value of singing in school cannot be overestimated; the teacher should not forget that singing has a powerful educative influence. To accomplish this the singing should be frequent and interspersed with the other exercises; it will brighten the intellect and quicken sympathy, enabling the pupils to perform their regular work more easily and pleasantly. Mr. Amos M. Kellogg, the editor of *THE SCHOOL JOURNAL*, has always had great faith in the efficacy of music in school, and he has made a very careful collection of songs for younger pupils, which are published in a little book entitled *Best Primary Songs*. Movements associated with many of these songs add zest to the singing, as marching, clapping of hands, etc. These songs are short, bright, full of nature's sights and sounds, and of great variety, both as regards words and music. It cannot but brighten the school-room. While singing is most earnestly advocated, the kind of words, the kind of tunes, are all-important. There are words and tunes that have a relation to the pupil's thought, that enter into his life, and help mold his mind. This is the kind found in this little book. It is full of natural tunes and must be popular. (E. L. Kellogg & Co., New York and Chicago.)

The library of the teacher or the school could not have a more useful book of reference than *Lippincott's Pronouncing Gazetteer of the World*, a new edition of which has just been published. It makes a large octavo volume of nearly 2,900 double-column pages, and contains descriptions of the countries, islands, rivers, cities, towns, etc., of the world, together with concise accounts of the history of different divisions, their government, and other valuable facts. Especially has it been the care of the editors, in the prosecution of their labors, to embody in the work such recent information as has lately been rendered available by the publication of the new census returns of our own and foreign countries and that of other kindred works, and so to arrange this information that it will be practically useful for casual reference and convenient for those who may desire to make a more thorough acquaintance with the minutiae of geographical facts.

A great deal of this information has been incorporated with the body of the work and the remainder in statistical tables. These tables exhibit, *first*, the area and population and population per square mile of the several continents, and their grand divisions and sub-divisions, with mention of the governments to which the dependent divisions belong; *second*, the population of the principal cities of the world at different recent dates, thus illustrating their growth or decline during the period intervening between the dates therein mentioned; *third*, the gradual growth of the several states of the American Union, as shown by their respective populations and populations per square mile at each of the census enumerations from 1760 to 1890; *fourth*, the counties of the United States, with their location in their respective states, their areas, and their gradual growth in population as given in the census returns of 1880 and 1890, and their population per square mile at the latter date; and *fifth* and *sixth*, a comparison of the population at different dates of the cities, towns, villages, and other minor divisions of the United States based upon the census returns of 1880 and 1890, thus furnishing ready facilities for noting the growing importance or decline of all places named in these reports.

There are articles on North Dakota, South Dakota, and Oklahoma by well-known experts on physical and political geography; notes on recent explorations and discoveries by European governments in foreign lands, and late and accurate information about towns, cities, etc. This book is almost as necessary in a school as a dictionary, for by its aid the pupils can supplement their geography lessons by original investigations. (J. B. Lippincott Co., Philadelphia.)

There has been much discussion of the choice of a national plant or flower, which has had one good effect—the education of the people in the characteristics of these plants. Heretofore the golden-rod seems to have been the most available candidate, but a strong one is now presented in the maize or Indian corn. A beautiful little volume prepared by Candace Wheeler, has lately appeared entitled *Columbia's Emblem, Indian Corn*, in which something of its history, poetry, and value are shown. A poem on "Columbia's Emblem," by Edna Dean Proctor, opens the volume, while Captain John Smith's early account "Of their Planted Fruits in Virginia, and how they use them," and Governor Bradford's account of "How the Pilgrims found Corn at Cape Cod," taken from his "History of Plymouth Plantation," are among the interesting extracts bearing directly on the subject. J. Walter Fewkes contributes a Moqui legend, "The Gift of Corn to the Ancient People." Frank Hamilton Cushing gives an account of corn among the Zunis. There are quotations from Prof. Shaler, John Fiske, Edward Everett, and others, and poems by Whittier, Longfellow, Lanier, and Celia Thaxter. Several of the illustrations show how the corn has been used in architecture. It is a most attractive little volume and one that will undoubtedly be

used in many a school as a supplementary reader. (Houghton, Mifflin & Co., Boston & New York. 40 cents.)

Teachers who are looking around for interesting literature for supplementary reading will find it in Macmillan's School Library, a series of excellent books. The publishers intend to include in this library only such books as have by their popularity and recognized excellence acquired the right to rank as standard reading-books. One of these books is *Church's Story of the Iliad* which, in simple and fascinating prose, makes the pupil acquainted with the gods and heroes of Homer. The historical background of the Waverley novels gives them especial value as reading for the young. *The Stories from Waverley* by H. Gassiot (Mrs. Alfred Barton) will furnish not only the child, but the adult a very interesting introduction to these classics. In *Madame How and Lady Why*, included in this series, Charles Kingsley has made science as interesting as a fairy tale. The extreme length of the "Faerie Queene" and its archaic style have caused it to be read less than its great beauty merits. In one of these volumes, however we have *Tales From Spenser*, by Sophia M. Maclellan, in which she has made the poet's wonderful stories plain to the general reader. Another volume in the series is a choice collection of verse, mostly short selections, by Francis Turner Palgrave, entitled *The Children's Treasury of English Song*. It includes many of the finest short poems in the language. These volumes are printed in neat, convenient space, in fair-sized type, and bound in an attractive manner. The boy or girl who gets a taste for such literature will be reasonably sure thereafter to reject trashy books. (Macmillan & Co., New York. 50 cents.)

*Merely Mary Ann*, by I. Zangwill, is a wonderfully clever love story that once more proves that "love levels all ranks." The household drudge with homely speech becomes transfigured in the light of love, and the poor but cultured son of a baronet finds his prejudices slipping away one by one, as the humble housemaid flits before him. A fortune that fell to Mary Ann changed circumstances but did not alter her. The book has a beautiful embossed front cover, colored and gilded, and a colored frontispiece. (Raphael Tuck & Sons, London, Paris, and New York.)

Although the beautiful myths of Greece and Rome have lost the significance for us that they had for those ancient peoples they are still of value as a part of literature and as carrying with them valuable moral truths. The time to read them is in youth when the memory is strong and the imagination active. Many excellent versions of mythological tales have been given, among the best of which is *Gods and Heroes*, by R. E. Francillon. He has ignored the difference between the gods of Greece, and the gods of Rome, and made a point of employing Latin names and Latin spelling. He has endeavored in small space to give an idea of the whole realm of Jove, to bring the stories into a single *saga*, free from inconsistencies and contradictions. This mode of treatment and the direct and simple style render the book delightful reading for children and older people as well. It belongs to the series of Classics for Children. (Ginn & Co., Boston.)

The world is never weary of reading of the wonderful rise and growth of the Roman power; the narrative is a fascinating one for the pen of the historian, while the theme appears to be inexhaustible. We have before us a volume, *Outlines of Roman History*, by Prof. H. F. Pelham, of the University of Oxford, a reprint, with many additions and alterations, of the article "Roman History" which appeared in the last edition of the "Encyclopedia Britannica." The author's aim has been to give such a sketch of the general course of Roman history as might enable the reader to follow the main lines of movement, and grasp the characteristic features of the different periods. The

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greater part of the space has been devoted to the period extending from the tribunate of the elder Gracchus to the fall of Nero (133 B. C. to 69 A. D.), as being that most necessary for the student of Roman history to understand. Though greatly condensed the style is smooth and the book is remarkably easy reading. One valuable feature is a series of maps showing the extent of Roman territory at different periods. To one who wishes to push his investigations in Roman history further the list of authorities given at the beginning of the book will prove valuable. (G. P. Putnam's Sons, New York and London. \$1.75.)

Hobart B. Jacobs and Augusta L. Brower, teachers of long experience in drawing, have arranged for schools *The Graphic System of Object Drawing*. There are several numbers, carefully graded, accompanied by a hand-book for teachers. The methods given in the latter are based on systems of the French and other schools of art, and on the practice of the best teachers. The system is designed to give the pupil a clear idea of form, to help him to express his idea on paper and to acquire command of his pencil, so that he can draw the objects about him. The directions are made so simple and easy that teachers who have never taught the subject can take it up. In this lies its great usefulness. The learner is led gradually up to an understanding of shading, grouping, perspective, etc. This system will be a popular one wherever it is introduced. (A. Lovell & Co., New York. Nos. 1, 2, 3, and 4, \$1.20 per dozen; Nos. 5, 6, and 7, \$1.80 per dozen; Manual, \$1.00.)

The popularity that Scott's poem of *Marmion* won with youth when it was first issued seems destined not soon to wane. Read as a story it is a pleasant recreation; read with an understanding of the events named in it, and the social conditions then prevailing, it is a deep and profitable historical study. To supply information that is necessary for such study and explain words and literary constructions that may be strange or obscure is the purpose of the edition of the poem in the English Classics for Schools series. It has an introduction, portrait of the author, map, footnotes, and glossary. (American Book Co., New York, Cincinnati, and Chicago.)

The English Classic series, which has now run up to considerable over one hundred numbers is one of the most popular and valuable series of choice literature published. Nos. 115-116 contains the stories of *Cræsus*, *Cyrus*, and *Babylon* from Herodotus by Rev. Alfred J. Church, the author of the charming *Stories from Homer*. The volume has an introduction, notes, maps, and a pronouncing vocabulary of proper names. (Maynard, Merrill & Co., New York.)

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I will attempt to describe a delightful little trip taken by myself and a friend. We left New York city at three o'clock Saturday afternoon by the *Old Dominion* steamer for Richmond. By the courtesy of genial Captain G. W. Couch, we were permitted to view the harbor from the pilot-house—and what a glorious sight our New York harbor is, seen under favorable circumstances! On Sunday we had a charming sail upon the broad expanse of ocean and a glimpse of capes Charles and Henry. At two o'clock we touched at Old Point Comfort; then the vessel stopped at Newport News for five hours or more to discharge her cargo. We were gratified to find that a system of electric cars connect Old Point Comfort with Newport News; and therefore landed, boarding the vessel five hours later.

After a short inspection of the splendid hotel Hygeia and a rest upon its verandas we visited Fortress Monroe, a truly delightful and interesting spot; thence took an electric car to Hampton, where is located a remarkable colored and Indian school, which we visited. Then we took a short walk to the Old Soldiers' Home, where we were kindly shown the grounds and buildings. The dining-room accommodates twenty-two hundred and fifty men.

A pleasant walk was taken through the village of Hampton, luxuriant and fragrant with the sweet breath of flowers and foliage not yet in bloom in our more northern clime. We found the time too quickly came for us to take the electric cars, that whirled us through the plantations of this charming country. After a brief inspection of the quaint old town of Newport News, we once more boarded the steamer *Old Dominion* for Richmond, arriving at seven o'clock Monday morning. Here was enjoyed the hospitality of Mr. Archer, proprietor of the Ballard and Exchange hotel. The points of historic interest in this seven-hilled city were visited. They are all easily reached, as the system of transferring from one electric car to another is very complete.

We left Richmond Tuesday afternoon at five o'clock by the same steamer, enjoying a perfect sail up the James river. The purser, Mr. Guillanden, kindly pointed out many places of historic interest. The scenery was exquisite in its luxuriant foliage, the moonlight lending its enchantment. We passed the Monitors and Dutch Gap; that wonderful piece of engineering by Gen. Butler. Wednesday morning we arrived at Norfolk where the vessel lay to all day to receive her cargo, giving the passengers an opportunity to view this quaint city. One of the main points of interest is the oldest church (St. Paul's) built in 1739. It bears the marks of the bombardment during the war.

From Norfolk we took the ferry to Portsmouth visiting the navy yard and viewing the old war relics, and the war vessels in process of construction. The *Texas* and *Raleigh*, two of our new cruisers, are now being built there. From Norfolk one may take a delightful journey by rail to Virginia Beach. We boarded the steamer at seven o'clock, and there met Mr. John F. Mayer, Richmond agent of the *Old Dominion* line, whose kind attention and courtesy will be remembered as one of the pleasantest events of the journey home, during which we also received every attention from the officers on board, who are ever watchful for the welfare and pleasure of their guests. If one desires a truly restful and pleasant journey, I know of none more delightful. We entered New York harbor at last well satisfied with our excursion.

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